



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Spring 2012 MCAS Tests:
Summary of State Results

September 2012

Massachusetts Department of Elementary and
Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-
439-2370
www.doe.mass.edu

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.

We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the

Human Resources Director, 75 Pleasant St., Malden, MA 02148 781-338-6105.

© 2012 Massachusetts Department of Elementary and Secondary Education
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
<http://www.doe.mass.edu/>

Table of Contents

Executive Summary

The fifteenth administration of the Massachusetts Comprehensive Assessment System (MCAS) tests took place in spring 2012.

Participation

A total of 552,549 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE).¹ Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2012, 9,457 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting portfolios documenting their academic achievement in one or more subjects in grades 3–12.

Overall Achievement

Student achievement statewide improved on nine of the 17 MCAS tests administered in 2012. Between 2011 and 2012, the percentage of students scoring *Proficient* or higher² improved in ELA at grades 4, 8, and 10; in Mathematics at grades 4, 6, and 10; and in STE at grades 5, 8, and 10.

Trends in Achievement

Because measures of student achievement often change incrementally over short periods of time, the Department is presenting a series of five-year views in this report in order to reveal achievement trends that have occurred over multiple years. Over the five-year period from 2008 to 2012, an increase of five or more percentage points indicates improvement that has been sustained. The grades and subject areas in which the percentage of students scoring *Proficient* or higher increased by five or more points over the last five years are shown in Figure E-1.

The five-year increases in student achievement shown above include:

In ELA:

- Grade 3 increased from 56 to 61 percent *Proficient* or higher.
- Grade 4 increased from 49 to 57 percent *Proficient* or higher.
- Grade 8 increased from 75 to 81 percent *Proficient* or higher.
- Grade 10 increased from 75 to 88 percent *Proficient* or higher.

In Mathematics:

- Grade 5 increased from 52 to 57 percent *Proficient* or higher.
- Grade 10 increased from 72 to 78 percent *Proficient* or higher.

In STE:

1 The four subject-specific high school Science and Technology/Engineering tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering given in grades 9 and 10 are counted here as one operational test.

2 In this report, *Proficient* or higher refers to the cumulative percentage of students scoring at the *Proficient* and *Advanced* levels.

- Grade 10 increased from 57 to 69 percent *Proficient* or higher.

At the high school level, where high stakes have been attached to tests in ELA and Mathematics since 2001 (for the class of 2003), the percentage of students scoring *Proficient* or higher in ELA has increased from 38 percent in 1998 to 88 percent in 2012, and in Mathematics from 24 percent in 1998 to 78 percent in 2012. Beginning in 2012 (for the class of 2014), students must also pass one of four STE tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering to meet the MCAS testing requirement to be eligible to receive a high school diploma.

Figure E-2 shows the improvement in the percentage of students scoring *Proficient* or higher in grade 10 ELA and Mathematics for the duration of the MCAS program. Figure E-2 also shows the percentage of students scoring *Proficient* or higher on the high school STE test since its inception in 2008.

Table E-1 below shows ELA, Mathematics, and STE results at all grade levels for each test since its inception.

**Table E-1: 1998–2012 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher**

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 3	2012	61	61	—
	2011	61	66	—
	2010	63	65	—
	2009	57	60	—
	2008	56	61	—
	2007	59	60	—
	2006	58	52	—
	2005	62	—	—
	2004	63	—	—
	2003	63	—	—
	2002	67	—	—
	2001	62	—	—
Grade 4	2012	57	51	—
	2011	53	47	—
	2010	54	48	—
	2009	54	48	—
	2008	49	49	—
	2007	56	48	—
	2006	50	40	—
	2005	50	40	—
	2004	56	42	—
	2003	56	40	—
	2002	54	39	—
	2001	51	34	—
	2000	—	40	—
	1999	—	36	—
	1998	—	34	—
Grade 5	2012	61	57	52
	2011	67	59	50
	2010	63	55	53
	2009	63	54	49
	2008	61	52	50

Table E-1: 1998–2012 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
	2007	63	51	51
	2006	59	43	50
	2005	—	—	51
	2004	—	—	55
	2003	—	—	52
Grade 6	2012	66	60	—
	2011	68	58	—
	2010	69	59	—
	2009	66	57	—
	2008	67	56	—
	2007	67	52	—
	2006	64	46	—
	2005	—	46	—
	2004	—	43	—
	2003	—	42	—
	2002	—	41	—
	2001	—	36	—
Grade 7	2012	71	51	—
	2011	73	51	—
	2010	72	53	—
	2009	70	49	—
	2008	69	47	—
	2007	69	46	—
	2006	65	40	—
	2005	66	—	—
	2004	68	—	—
	2003	66	—	—
	2002	64	—	—
	2001	55	—	—
Grade 8	2012	81	52	43
	2011	79	52	39
	2010	78	51	40
	2009	78	48	39
	2008	75	49	39
	2007	75	45	33
	2006	74	40	32
	2005	—	39	33
	2004	—	39	33
	2003	—	37	32
	2002	—	34	—
	2001	—	34	—
	2000	—	34	—
	1999	—	28	—
	1998	—	31	—
Grade 10^a	2012	88	78	69
	2011	84	77	67
	2010	78	75	65
	2009	79	75	61
	2008	75	72	57
	2007	71	68	—
	2006	70	67	—
	2005	64	61	—
	2004	62	57	—
	2003	61	51	—

Table E-1: 1998–2012 Statewide MCAS Test Results
Percentage of Students Scoring *Proficient* or Higher

Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
	2002	59	44	—
	2001	51	45	—
	2000	36	33	—
	1999	34	24	—
	1998	38	24	—

^a Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

I. 2012 MCAS at a Glance

What is MCAS?

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth's standards-based student assessment program.

MCAS has three primary purposes: (1) to inform and improve curriculum and instruction; (2) to evaluate student, school, and district performance according to the Massachusetts curriculum framework content standards and MCAS performance standards; and (3) to determine whether a student has met the state requirements for the Competency Determination (i.e., whether a student is eligible for a high school diploma).

Who participates in MCAS?

All students who are enrolled in the tested grades and who are educated at public expense are required by state and federal law to participate in MCAS testing. Figure E-3 and the tables below show the number and percentage of students by race who took the 2012 MCAS tests in ELA and Mathematics in grades 3–8 and 10.

Figure E-4 and the table below show the number and percentage of students by race who took the 2012 MCAS tests in STE.

Subgroup Participation in MCAS

All students with disabilities and English language learner (ELL) students must participate in MCAS testing. Students with disabilities may receive testing accommodations that are specified in their Individualized Education Programs (IEPs) or 504 plans and are routinely used during classroom instruction and testing. Federal guidelines allow schools the option of excusing first-year ELL students from the ELA tests. Figure E-5 and the tables below show MCAS student participation for each test by subgroup.

MCAS-Alt Participation in MCAS

Students with significant cognitive disabilities who are unable to take the standard MCAS tests, even with accommodations, are required to participate in the MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt enables these students to submit portfolios of their work that demonstrate their performance on the curriculum framework learning standards. Figure E-6 shows the number of students who took the MCAS-Alt.

Which MCAS tests were administered in 2012?

In 2012, a total of 17 operational MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering were administered to students across eight grade levels.

Table 1 below shows the MCAS tests administered at each grade level in 2012.

Table 1: 2012 MCAS Tests Administered by Grade Level

Content Area	Grade Level							
	3	4	5	6	7	8	9	10
English Language Arts	✓	✓	✓	✓	✓	✓		✓
Mathematics	✓	✓	✓	✓	✓	✓		✓
Science and Technology/Engineering			✓			✓	✓ ^a	✓ ^a

^a Students may take one of four high school STE tests offered in Biology, Chemistry, Introductory Physics, and Technology/Engineering in grade 9 or grade 10.

In February 2009, due to fiscal considerations, the Board of Elementary and Secondary Education approved a two-year suspension of operational MCAS History and Social Science testing and waived the Competency Determination requirement in this subject area for the classes of 2012 and 2013. As a result, no History and Social Science tests were administered in grade 5, grade 7, or high school in spring 2012.

What are the administration guidelines for the tests?

MCAS test sessions are designed to be completed in 45–60 minutes. However, all MCAS test administrations are untimed, and schools must allocate the necessary resources, including staff and classrooms, to ensure that all students have sufficient time to complete each individual session.

Except in grade 3 (for which a combined test/answer booklet is used), students at each grade level receive separate test and answer booklets. The test booklets contain all item-specific information, including the actual test questions, any reading passages and corresponding illustrations, writing prompts, and answer options for multiple-choice items. Students must record their answers to each test item in the corresponding answer booklet.

The standard MCAS tests are composed of a variety of question types at each grade level and for each subject. Table 2 below shows the point values of test items by types of test items used on the 2012 MCAS tests.

Table 2: Total Raw Score Points by Item Type: 2012 MCAS Tests

Subject-Area Test	Raw Score Point Values by Item Type					Total Number of Raw Score Points
	Multiple-Choice	Open-Response	Short-Answer	Short-Response	Writing Prompt	
Grade 3						
English Language Arts	36	4		8		48
Mathematics	26	8	6			40
Grade 4						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 5						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				54
Grade 6						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Grade 7						
English Language Arts	36	16			20	72
Mathematics	32	16	6			54
Grade 8						
English Language Arts	36	16				52
Mathematics	32	16	6			54
Science and Tech/Eng	38	16				54
Grade 10/High School						
English Language Arts	36	16			20	72
Mathematics	32	24	4			60
Science and Tech/Eng	40	20				60

Each MCAS test booklet contains both *common* and *matrix-sampled* questions. Common questions—which comprise roughly 80 percent of a student’s test booklet—are those items that are identical in each student’s booklet and from which all student, school, and district results are derived. Prior to 2009, the Department of Elementary and Secondary Education released 100 percent of the MCAS common items to the public after each test administration for use as a tool to improve curriculum and instruction. Beginning in 2009, in order to reduce testing time and test development costs, the Department began releasing approximately 50 percent of the common items for grades 3–8 while continuing to release 100 percent of the common items at the high school level (with the exception of the Chemistry and Technology/Engineering tests in 2009, for which no common items were released). Matrix-sampled questions are used to equate MCAS tests from year to year and to field test new items for future tests.

When are MCAS tests administered?

Each spring there are three MCAS test administration periods. In 2012, the first testing period was from March 20–April 2 for tests in English Language Arts. The second testing period was from May 7–May 22 for tests in Mathematics and May 8–May 22 for tests in grades 5 and 8 Science and Technology/Engineering. The third testing period was from June 5–8 for the end-of-course high school STE tests.

How are results on MCAS tests reported?

Results on the MCAS tests are reported by achievement levels that describe a student's knowledge and skills as they relate to the MCAS performance standards and the content standards contained in the Massachusetts curriculum frameworks. Students receive a separate score and attain a separate achievement level in each subject area. School and district results are reported according to the percentage of students attaining each achievement level in each grade-level subject area tested.

Table 3 below provides the general MCAS achievement level definitions.

Table 3: General MCAS Achievement Level Definitions

Achievement Level	Definition
<i>Advanced</i> ³	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Proficient</i>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Warning / Failing</i> ⁴	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Student-level MCAS results are reported as scaled scores, which range from 200 to 280 in each content area. Scaled scores provide more precise feedback to schools, parents, and students by quantifying a student's achievement according to the continuum of scores within achievement levels. At grade 3, 2010 was the first year in which student results were reported as scaled scores; prior to 2010, only raw score points representing the total number of points a student earned were reported. Table 4 on the following page provides the scaled score point ranges and their corresponding achievement levels.

Table 4: MCAS Scaled Score Ranges

Scaled Score Range	Achievement Level
260–280	<i>Advanced</i>
240–258	<i>Proficient</i>
220–238	<i>Needs Improvement</i>
200–218	<i>Warning / Failing</i>

How does the Department collect and report race/ethnicity data?

Pursuant to Massachusetts General Laws, Chapter 69, Section 1I, the Department is authorized to collect race/ethnicity data but cannot make such information public. The Department reports these data only in the aggregate. Prior to the 2005–2006 school year, the Department collected data on students according to the following five race/ethnicity categories:

3 Prior to 2011, the highest achievement level at grade 3 was *Above Proficient*. This was changed to *Advanced* in 2011 to provide consistency in reporting.

4 The *Warning* level is applicable to grades 3–8, and the *Failing* level is applicable to grades 9 and 10.

- African American/Black
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White

Each student was identified by one and only one race/ethnicity category.

Beginning in 2006, the Department revised its data collection procedures to comply with the Office of Management and Budget (OMB) revisions to the standards for classification of federal data on race and ethnicity announced in the Federal Register Notice of October 30, 1997. The revised standards require that agencies offer individuals the opportunity to select one or more races when reporting information on race in federal data collections. In addition, race and Hispanic or Latino origin are considered two separate and distinct concepts.

In accordance with these changes, the Department now reports aggregate MCAS results according to the following seven race/ethnicity categories:

- African American/Black
- Asian
- Hispanic or Latino
- American Indian or Alaskan Native
- White
- Native Hawaiian or Pacific Islander
- Multi-race, non-Hispanic or Latino

MCAS results reported according to the former five race/ethnicity categories and the current seven race/ethnicity categories are not directly comparable. To better inform comparisons made between MCAS results by race/ethnicity across years, the Department published the 2005–2006 MCAS Race/Ethnicity Comparison Report, available at profiles.doe.mass.edu/mcas/racecomparison.aspx?linkid=29&orgcode=00000000&fycode=2006&orgtypecode=0&. This report provides a crosswalk between the current and former race/ethnicity categories, giving both total numbers of students tested and percentages of students at each achievement level. This information is also available at the school and district levels on the Department’s website through the school and district profiles.

Where can I find more information about MCAS?

The Department’s website is a resource for educators, parents, and others who are seeking additional information about MCAS results, released items, curriculum frameworks, and other test-related topics. To access that information, visit www.doe.mass.edu/mcas/. If you have additional questions, you may contact the Department’s Student Assessment Services Unit at 781-338-3625.

II. Summary of the 2012 Statewide MCAS Results

In spring 2012, 552,549 Massachusetts public school students in grades 3–10 participated in the fifteenth administration of the MCAS tests. A total of 17 MCAS tests in ELA, Mathematics, and STE were administered to students across eight grade levels. State-level results for these tests are provided in this report.

Achievement Level Results by Subject

English Language Arts

Table 5 below summarizes the percentage changes in ELA achievement by students statewide between 2008 and 2012. Data for 2011 are included to illustrate the one-year trend.

Student achievement in ELA⁵ improved statewide between 2008 and 2012 at all grade levels tested except grade 5, where it remained unchanged. The percentage of students statewide scoring *Proficient* or higher in 2012 ranged from a low of 57 percent at grade 4 to a high of 88 percent at grade 10.

Between 2008 and 2012, achievement in ELA improved markedly in grades 3, 4, 8, and 10, as the percentage of students scoring *Proficient* or higher increased by five or more percentage points. While the percentage of students scoring *Proficient* or higher decreased by six percentage points at grade 6 between 2011 and 2012, the five-year trend reveals no change in that measure.

Table 5: 2008–2012 Statewide MCAS English Language Arts Results

Grade	Percentage of Students Scoring <i>Proficient</i> or Higher			Percentage Point Change, 2008 to 2012
	2008	2011	2012	
Grade 3	56	61	61	+5
Grade 4	49	53	57	+8
Grade 5	61	67	61	0
Grade 6	67	68	66	-1
Grade 7	69	73	71	+2
Grade 8	75	79	81	+6
Grade 10	75	84	88	+13

Mathematics

Table 6 below summarizes the percentage changes in Mathematics achievement by students statewide between 2008 and 2012. Data for 2011 are included to illustrate the one-year trend.

Student achievement in Mathematics improved statewide between 2008 and 2012 at all grades except grade 3, where it remained unchanged. The percentage of students scoring *Proficient* or higher in 2012 ranged from a low of 51 percent at grades 4 and 7 to a high of 78 percent at grade 10.

Between 2008 and 2012, achievement in Mathematics improved markedly in grades 5 and 10, as the percentage of students scoring *Proficient* or higher increased by five and six percentage points, respectively. While the percentage of students scoring *Proficient* or higher decreased by five percentage points at grade 3 between 2011 and 2012, the five-year trend reveals no change in that measure.

5 The ELA tests at grades 3, 5, 6, and 8 assess reading comprehension, while the ELA tests at grades 4, 7, and 10 assess reading comprehension and writing.

Table 6: 2008–2012 Statewide MCAS Mathematics Results

Grade	Percentage of Students Scoring <i>Proficient or Higher</i>			Percentage Point Change, 2008 to 2012
	2008	2011	2012	
Grade 3	61	66	61	0
Grade 4	49	47	51	+2
Grade 5	52	59	57	+5
Grade 6	56	58	60	+4
Grade 7	47	51	51	+4
Grade 8	49	52	52	+3
Grade 10	72	77	78	+6

Science and Technology/Engineering

Table 7 below summarizes the percentage changes in STE achievement by students statewide between 2008 and 2012. Data for 2011 are included to illustrate the one-year trend.

Student achievement in Science and Technology/Engineering (STE) improved statewide at all tested grades between 2008 and 2012. The percentage of students scoring *Proficient* or higher in 2012 ranged from a low of 43 percent at grade 8 to 69 percent at grade 10.

Between 2008 and 2012, achievement in STE improved markedly in grade 10, as the percentage of students scoring *Proficient* or higher increased by 12 percentage points.

Table 7: 2008–2012 Statewide MCAS Science and Technology/Engineering Results

Grade	Percentage of Students Scoring <i>Proficient or Higher</i>			Percentage Point Change, 2008 to 2012
	2008	2011	2012	
Grade 5	50	50	52	+2
Grade 8	39	39	43	+4
Grade 10	57	67	69	+12

Between-Group Gap in the Percentage of Students Scoring *Proficient or Higher*: African American/Black and Hispanic or Latino Students

English Language Arts

Tables 8 and 9 below summarize the changes in the percentage differences of students scoring *Proficient* or higher in ELA between white students and African American/Black and Hispanic or Latino students from 2008 to 2012. Data for 2011 are included to illustrate the one-year trend.

The between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American/Black students narrowed between 2008 and 2012 at grades 5, 7, 8, and 10 and widened at grades 3, 4 and 6. The between-group gap for white students and Hispanic or Latino students narrowed at all grades except grade 6, where it widened by two percentage points.

Table 8: 2008–2012 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient or Higher*

Grade	African American/Black	White	Five-Year Between-Group Gap						
			Percent age of Student s Scoring Proficient or Higher			Between-Group Gap Change,			
2008	2011	2012	2008	2011	2012	2008–2012 ^a			
Grade 3	33	37	38	63	69	69	30	31	+1
Grade 4	25	30	32	56	59	64	31	32	+1
Grade 5	37	46	40	69	74	69	32	29	-3
Grade 6	47	45	42	74	77	75	27	33	+6
Grade 7	47	56	52	77	80	78	30	26	-4
Grade 8	58	65	66	81	84	86	23	20	-3
Grade 10	55	69	76	80	89	93	25	17	-8

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

Table 9: 2008–2012 Statewide MCAS English Language Arts Results Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher

Grade	Hispanic or Latino	White	Five-Year Between-Group Gap						
			Percent age of Student s Scoring Proficient or Higher			Between-Group Gap Change,			
2008	2011	2012	2008	2011	2012	2008–2012 ^a			
Grade 3	29	36	36	63	69	69	34	33	-1
Grade 4	23	29	33	56	59	64	33	31	-2
Grade 5	32	41	36	69	74	69	37	33	-4
Grade 6	40	42	39	74	77	75	34	36	+2
Grade 7	42	50	48	77	80	78	35	30	-5
Grade 8	50	58	59	81	84	86	31	27	-4
Grade 10	49	63	71	80	89	93	31	22	-9

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

Mathematics

Tables 10 and 11 below summarize the changes in the percentage differences in Mathematics achievement between white and African American/Black and Hispanic or Latino students from 2010 to 2011. Data for 2011 are included to illustrate the one-year trend.

From 2008 to 2012 in Mathematics, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and students narrowed at grades 6, 7 and 10; widened at grades 4, 5, and 8; and remained unchanged at grade 3. The between-group gap for white students and Hispanic or Latino students narrowed at grades 6, 7, 8, and 10; widened at grades 3 and 4; and remained unchanged at grade 5.

**Table 10: 2008–2012 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	African Americ an/Blac k	White	Five-Year Between-Group Gap						
	Percent age of Student s Scoring <i>Profici ent or Higher</i>	2008	2012	Between-Group Gap Change,			2008– 2012 ^a		
				2008	2011	2012			
Grade 3	37	39	38	67	72	68	30	30	0
Grade 4	26	23	24	56	53	58	30	34	+4
Grade 5	28	35	31	59	66	64	31	33	+2
Grade 6	30	34	38	63	66	67	33	29	-4
Grade 7	21	28	28	54	57	58	33	30	-3
Grade 8	24	28	27	56	59	60	32	33	+1
Grade 10	48	56	59	78	83	84	30	25	-5

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 11: 2008–2012 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Hispan ic or Latino	White	Five-Year Between-Group Gap						
	Percent age of Student s Scoring <i>Profici ent or Higher</i>	2008	2012	Between-Group Gap Change,			2008– 2012 ^a		
				2008	2011	2012			
Grade 3	39	43	37	67	72	68	28	31	+3
Grade 4	28	25	28	56	53	58	28	30	+2
Grade 5	27	35	32	59	66	64	32	32	0

Grade 6	30	33	36	63	66	67	33	31	-2
Grade 7	19	26	26	54	57	58	35	32	-3
Grade 8	22	27	27	56	59	60	34	33	-1
Grade 10	46	52	55	78	83	84	32	29	-3

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

Science and Technology/Engineering

Tables 12 and 13 below summarize the changes in the percentage differences in STE achievement between white and African American/Black and Hispanic or Latino students from 2011 to 2012. Data for 2011 are included to illustrate the one-year trend.

From 2008 to 2012 in STE, the between-group gap in the percentage of students scoring *Proficient* or higher for white students and African American/Black students narrowed at grades 8 and 10 and remained unchanged at grade 5. The between-group gap for white students and Hispanic or Latino students narrowed at all tested grades.

**Table 12: 2008–2012 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	African America n/Black	White	Five-Year Between-Group Gap							
	Percent age of Student s Scoring Profici ent or Higher		2008	2012	Between-Group Gap Change,					
		2008	2011	2012	2008	2011	2012	2008– 2012 ^a		
Grade 5	19	19	—	22	58	59	61	39	39	0
Grade 8	11	14		17	47	46	50	36	33	-3
Grade 10 ^b	28	40		45	65	74	77	37	32	-5

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Table 13: 2008–2012 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher

Grade	Hispanic or Latino	White	Five-Year Between-Group Gap
	Percent age of Students	2008 2012	Between-Group Gap Change,
9	75.0%	75.0% 75.0%	75.0% 75.0%
12	75.0%	75.0% 75.0%	75.0% 75.0%

Scoring <i>Profici-</i> <i>ent or</i> <i>Higher</i>							2008– 2012 ^a		
	2008	2011	2012	2008	2011	2012			
Grade 5	19	21	23	58	59	61	39	38	-1
Grade 8	11	13	<u>16</u>	47	46	50	36	34	-2
Grade 10 ^b	25	36	38	65	74	77	40	39	-1

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: Students with Disabilities

Tables 14–16 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between students with disabilities and all students from 2008 to 2012. Data for 2011 are included to illustrate the one-year trend.

From 2008 to 2012 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for students with disabilities and all students narrowed at grade 10; widened at grades 3, 4, and 5; and remained unchanged at grades 6, 7, and 8.

In Mathematics, the between-group gap for students with disabilities and all students narrowed at grades 6 and 10 and widened at grades 3, 4, 5, 7, and 8. In STE, the between-group gap for students with disabilities and all students widened at all tested grades.

**Table 14: 2008–2012 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	Student s with Disabili- ties	All Student s	Five-Year Between-Group Gap						2008– 2012 ^a
			2008			2012			
2008	2011	2012	2008	2011	2012	Between-Group Gap Change,		2008– 2012 ^a	
Grade 3	23	24	—24	56	61	61	33	37	+4
Grade 4	14	15	18	49	53	57	35	39	+4
Grade 5	23	27	21	61	67	61	38	40	+2
Grade 6	28	28	26	67	68	66	39	40	+1
Grade 7	27	31	29	69	73	71	42	42	0
Grade 8	36	41	42	75	79	81	39	39	0
Grade 10	35	49	60	75	84	88	40	28	-12

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 15: 2008–2012 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	Student s with Disabilities	All Student s	Five-Year Between-Group Gap						
			Percent age of Student s Scoring Proficient or Higher	2008	2012	Between-Group Gap Change,			
2008	2011	2012	2008	2011	2012			2008–2012 ^a	
Grade 3	29	31	—26	61	66	61	32	35	+3
Grade 4	18	16	18	49	47	51	31	33	+2
Grade 5	18	22	20	52	59	57	34	37	+3
Grade 6	18	19	21	56	58	60	38	39	-1
Grade 7	12	14	14	47	51	51	35	37	+2
Grade 8	12	14	14	49	52	52	37	38	+1
Grade 10	33	39	41	72	77	78	39	37	-2

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 16: 2008–2012 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	Student s with Disabilities	All Student s	Five-Year Between-Group Gap						
			Percent age of Student s Scoring Proficient or Higher	2008	2012	Between-Group Gap Change,			
2008	2011	2012	2008	2011	2012			2008–2012 ^a	
Grade 5	21	21	—19	50	50	52	29	33	+4
Grade 8	10	12	12	39	39	43	29	31	+2
Grade 10 ^b	21	30	32	57	67	69	36	37	+1

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Between-Group Gap in the Percentage of Students Scoring *Proficient* or Higher: English Language Learner Students

Tables 17–19 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between ELL students and all students from 2008 to 2012. Data for 2011 are included to illustrate the one-year trend.

From 2008 to 2012 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for ELL students and all students narrowed at grades 5, 6, 7, 8, and 10; widened at grade 3; and remained unchanged at grade 4.

In Mathematics, the between-group gap for ELL students and all students narrowed at grade 6; widened at grades 4 and 10; and remained unchanged at grades 3, 5, 7, and 8. In STE, the between-group gap for ELL students and all students widened at all tested grades.

**Table 17: 2008–2012 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL	All	Five-Year Between-Group Gap						
	Student	Student				Between-Group Gap Change,			
Percent age of Student s Scoring <i>Proficie</i> <i>nt or</i> <i>Higher</i>			2008	2012					
	2008	2011	2012	2008	2011	2012	2008– 2012 ^a	2012	
Grade 3	20	24	24	56	61	61	36	37	+1
Grade 4	12	18	20	49	53	57	37	37	0
Grade 5	15	23	19	61	67	61	46	42	-4
Grade 6	16	20	19	67	68	66	51	47	-4
Grade 7	15	23	20	69	73	71	54	51	-3
Grade 8	19	25	27	75	79	81	56	54	-2
Grade 10	17	27	35	75	84	88	58	53	-5

^aNegative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 18: 2008–2012 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring *Proficient* or Higher**

Grade	ELL	All	Five-Year Between-Group Gap					
	Student	Student				Between-Group Gap Change,		
Percent age of Student s Scoring <i>Proficie</i> <i>nt or</i>			2008	2012				
	2008	2011	2012	2008	2011	2012	2008– 2012 ^a	2012

Higher							2008–2012 ^a		
	2008	2011	2012	2008	2011	2012			
Grade 3	34	37	32	61	66	61	27	29	+2
Grade 4	19	22	22	49	47	51	30	29	-1
Grade 5	19	26	24	52	59	57	33	33	0
Grade 6	17	20	24	56	58	60	39	36	-3
Grade 7	10	14	14	47	51	51	37	37	0
Grade 8	10	14	14	49	52	52	39	38	-1
Grade 10	31	35	32	72	77	78	41	46	+5

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

Table 19: 2008–2012 Statewide MCAS Science and Technology/Engineering Results Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher

Grade	ELL Student	All Student	Five-Year Between-Group Gap						
			Percent age of Student	Scoring Proficient or Higher	2008	2012	Between-Group Gap Change,		
2008	2011	2012	2008	2011	2012			2008–2012 ^a	
Grade 5	9	10	10	50	50	52	41	42	+1
Grade 8	3	3	4	39	39	43	36	39	+3
Grade 10 ^b	12	16	17	57	67	69	45	52	+7

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Between-Group Gap in the Percentage of Students Scoring Proficient or Higher: Low-Income Students

Tables 20–22 below summarize the changes in the percentage differences in ELA, Mathematics, and STE achievement, respectively, between low-income students and all students from 2008 to 2012. Data for 2011 are included to illustrate the one-year trend.

From 2008 to 2012 in ELA, the between-group gap in the percentage of students scoring *Proficient* or higher for low-income students and all students narrowed at all tested grades. The between-group gap in Mathematics for low-income students and all students narrowed at grades 5 through 10 and remained unchanged at grades 3 and 4. In STE, the gap for low-income students and all students narrowed at all tested grades.

**Table 20: 2008–2012 Statewide MCAS English Language Arts Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	Low-Income Student s	All Student s	Five-Year Between-Group Gap						2008–2012 ^a
	Percent age of Student s Scoring Proficient or Higher	2008		Between-Group Gap Change,					
		2008	2011	2012	2008	2011	2012		
Grade 3	32	40	40	56	61	61	24	21	-3
Grade 4	26	32	35	49	53	57	23	22	-1
Grade 5	37	45	40	61	67	61	24	21	-3
Grade 6	44	47	45	67	68	66	23	21	-2
Grade 7	46	53	53	69	73	71	23	18	-4
Grade 8	54	62	64	75	79	81	21	17	-4
Grade 10	53	69	77	75	84	88	22	11	-11

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 21: 2008–2012 Statewide MCAS Mathematics Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	Low-Income Student s	All Student s	Five-Year Between-Group Gap						2008–2012 ^a
	Percent age of Student s Scoring Proficient or Higher	2008		Between-Group Gap Change,					
		2008	2011	2012	2008	2011	2012		
Grade 3	41	46	41	61	66	61	20	20	0
Grade 4	29	28	31	49	47	51	20	20	0
Grade 5	30	37	36	52	59	57	22	21	-1
Grade 6	33	37	39	56	58	60	23	21	-2
Grade 7	23	29	30	47	51	51	24	21	-3
Grade 8	25	30	30	49	52	52	24	22	-2
Grade 10	51	58	62	72	77	78	21	16	-5

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

**Table 22: 2008–2012 Statewide MCAS Science and Technology/Engineering Results
Change in Between-Group Gap in Percentage of Students Scoring Proficient or Higher**

Grade	Low-Income Student s	All Student s	Five-Year Between-Group Gap					
			2008			2012		
	2008	2011	2012	2008	2011	2012	Between-Group Gap Change,	
	2008	2011	2012	2008	2011	2012	2008–2012 ^a	
Grade 5	23	26	28	50	50	52	27	24
Grade 8	14	17	20	39	39	43	25	23
Grade 10 ^b	31	44	48	57	67	69	26	21

^a Negative value represents narrowing of between-group gap; positive value represents widening of gap.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

Competency Determination Attainment Results

The class of 2003 was the first graduating class in Massachusetts that was required to earn a Competency Determination (in addition to meeting local requirements) to be eligible to graduate from high school. In order to earn a Competency Determination (CD), students in the classes of 2003–2009 were required to earn a scaled score of 220 (*Needs Improvement*) or higher on the grade 10 MCAS tests or retests in ELA and Mathematics.

Beginning with the class of 2010, in order to earn a CD, students must **either** earn a scaled score of 240 (*Proficient*) or higher on the grade 10 MCAS ELA and Mathematics tests or retests **or** earn a score of 220–238 on the grade 10 MCAS ELA and Mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP).

Each EPP must include, at a minimum,

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency. (For 2011–2012, the assessment options included locally developed end-of-course assessments, locally scored grade 10 MCAS test forms designed for the EPP, the March 2012 MCAS retest in ELA only, and College Board's Accuplacer.)

Students in the class of 2010 and beyond also must earn a score of 220 or higher on one of four high school MCAS tests in Science and Technology/Engineering (Biology, Chemistry, Introductory Physics, or Technology/Engineering) to be eligible to receive a high school diploma. In addition, students must meet all local requirements in order to graduate.

Table 23 below displays the cumulative percentage of all students and student subgroups in the class of 2014 who have already met or partially met the MCAS requirements for earning a CD by performing at the *Needs Improvement* level or higher in ELA, Mathematics, and STE through the spring 2012 test administration. Eighty-six percent of students in the class of 2014 performed at the *Needs Improvement* level or higher in all three subjects on their first attempt, compared to 87 percent for the class of 2013 and 86 percent for the class of 2012.⁶

**Table 23: 2012 Statewide MCAS Results: Class of 2014
Percentage of Students Scoring *Needs Improvement* or Higher in ELA, Mathematics, and STE
through the Spring 2012 Administration**

Subgroup	Class of 2014					Class of 2013 ^a	Class of 2012 ^a
	ELA	Math	ELA and Math	STE	All Three Tests	All Three Tests	All Three Tests
All Students	95	90	89	91	86	87	86
Gender							
Female	96	92	91	92	88	89	87
Male	94	89	87	90	85	86	85
Race/Ethnicity							
African American	90	81	79	81	73	73	70
Asian	95	95	92	93	90	90	87
Hawaiian/Pacific Islander	92	84	84	84	79	84	82
Hispanic or Latino	88	76	74	77	67	68	66
Multi-Race, non-Hispanic or Latino	95	90	89	92	87	87	83
Amer. Ind. or Alaska Nat.	93	82	82	86	77	81	79
White	97	94	93	95	92	92	91
Student Status							
High Needs ^b	89	80	79	82	73	74	-
Non-Disabled	97	95	94	95	92	93	91
Students with Disabilities	83	69	67	73	60	61	58
English Language Learner (ELL)	72	61	53	58	43	43	37
Former ELL	94	86	84	87	80	77	69
ELL and Former ELL	76	66	60	64	51	51	46
Low Income	91	82	80	83	75	75	72

^a To provide comparable data, results for the classes of 2013 and 2012 are based on MCAS tests through the spring 2011 and spring 2010 administrations, respectively.

^b The High-Needs student subgroup was first introduced in 2011; data for the prior year are not provided.

The percentage of students scoring *Needs Improvement* or higher in ELA, Mathematics, and STE varied widely by subgroup.

- Of the major racial/ethnic subgroups in the state, the percentage of students scoring *Needs Improvement* or higher in all three subjects was highest for white students at 92 percent, followed by Asian students at 90 percent, African American/Black students at 73 percent, and Hispanic or Latino students at 67 percent.

6 The figures cited here for students in the class of 2014 are lower than the corresponding figures for grade 10 students cited elsewhere in this report because the figures for students in the class of 2014 include retesters (primarily students retained in grade) while those for grade 10 students include first-time testers only.

- Seventy-five percent of low-income students performed at the *Needs Improvement* level or higher in all three subjects, while 73 percent of high-needs students, 60 percent of students with disabilities, and 43 percent of ELL students did so.

Table 24 below shows the number and cumulative percentage of students in the class of 2014 who have already fully met the CD standard by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE, through the spring 2012 test administration. Seventy-one percent of students in the class of 2014 have earned a CD by performing at the *Proficient* level or higher in both ELA and Mathematics and by performing at the *Needs Improvement* level or higher in STE. For the individual components of the CD requirement, 84 percent of students performed at the *Proficient* level or higher in ELA, 74 percent of students performed at the *Proficient* level or higher in Mathematics, and 91 percent of students performed at the *Needs Improvement* level or higher in STE.

**Table 24: 2012 Statewide MCAS Results: Class of 2014
Number and Percentage of Students Scoring *Proficient* or Higher in ELA and Mathematics and
Needs Improvement or Higher in STE through the Spring 2012 Administration**

CD Requirement	Number	Percent
Earned CD	52,974	71
ELA and Mathematics <i>Proficient</i> or Higher	53,348	71
ELA <i>Proficient</i> or Higher	62,431	84
Mathematics <i>Proficient</i> or Higher	55,305	74
STE <i>Needs Improvement</i> or Higher	67,986	91

III. 2012 Statewide MCAS Participation Results

Students Tested

Table 25 below presents information on the number and percentage of enrolled students who participated in the spring 2012 MCAS tests. The figures include participation rates for all enrolled students educated with public funds, including regular education students, students with disabilities, and ELL students. As in previous years, participation rates were very high, ranging from 98 to 100 percent.

**Table 25: Participation Rates^a
Number and Percentage of Enrolled Students Tested on the Spring 2012 MCAS Tests**

Grade	English Language Arts	Mathematics		Science and Technology/Engineering ^b			
		Number	Percent	Number	Percent	Number	Percent
Grade 3	71,111	100		71,237	100		
Grade 4	70,675	100		70,897	100		
Grade 5	71,852	100		71,982	100	71,873	100
Grade 6	72,020	100		72,135	100		
Grade 7	72,200	99		72,471	99		
Grade 8	73,176	99		73,186	99	73,017	99
Grade 10	69,450	98		69,420	98	71,679	99

^a Includes regular education students, students with disabilities, and ELL students.

^b Grade 10 STE figures include students in the class of 2014 who participated in an STE test in grade 9 in 2010 or grade 10 in 2012; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

How is participation calculated?

Participation rates indicate the number of students who participated in standard MCAS tests and the MCAS Alternate Assessment (MCAS-Alt) divided by the number of students enrolled on the date the tests were administered. ELL students enrolled in U.S. schools for the first time were not required to take ELA tests; however, they were included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). Because the Department used MEPA testing for state and federal accountability purposes, all ELL students, with the exception of students for whom an accommodation was not available, were required to participate in MEPA testing.

Students absent during testing, including those with medical excuses, are counted against school and district participation as non-participants. A student is neither a participant nor a non-participant (i.e., excluded from both the numerator and the denominator in participation rate calculations) if all of the following statements are true: (1) the student transferred during the testing window (between the first day of ELA testing and the last day of testing for Mathematics or STE), (2) the student missed at least one entire session of the test in question, and (3) the student was not medically excused or absent for the test in question.

How are absent students treated in MCAS performance results?

The federal Elementary and Secondary Education Act requires that absent students be counted as non-participants for school and district accountability calculations. Schools are placed in a lower accountability level if their participation rates fall below 95% or 90% in the aggregate or for a subgroup.

IV. 2012 Statewide MCAS Results Disaggregated by Subgroup

Tables 26–42 provide summary statewide achievement level results disaggregated by student subgroup for the spring 2012 MCAS tests.

**Table 26: 2012 Statewide MCAS Results: Grade 3 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	61	15	46	30	9
Gender					
Female	66	19	47	27	7
Male	57	12	45	32	11
Race/Ethnicity					
African American	38	5	33	44	18
Asian	69	23	46	24	6
Hawaiian/Pacific Islander	48	9	39	34	18
Hispanic or Latino	36	5	31	44	20
Multi-Race, non-Hispanic or Latino	64	17	47	28	8
Amer. Ind. or Alaska Nat.	52	10	42	35	13
White	69	18	51	25	5
Student Status					
High Needs ^b	40	6	34	43	17
Non-Disabled	69	18	51	27	4
Students with Disabilities	24	3	21	44	32
English Language Learner (ELL)	24	2	22	49	27
Former ELL	58	11	47	35	7
ELL and Former ELL	34	5	29	45	21
Low Income	40	5	35	43	17

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 27: 2012 Statewide MCAS Results: Grade 3 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	61	27	34	25	14
Gender					
Female	61	27	34	25	14
Male	60	27	33	24	15
Race/Ethnicity					
African American	38	12	26	32	31
Asian	79	47	32	15	6
Hawaiian/Pacific Islander	51	16	35	26	23
Hispanic or Latino	37	11	26	34	29
Multi-Race, non-Hispanic or Latino	62	30	32	24	14
Amer. Ind. or Alaska Nat.	49	15	34	31	19
White	68	31	37	23	10
Student Status					
High Needs ^b	41	13	28	32	26
Non-Disabled	68	31	37	24	8
Students with Disabilities	26	7	19	31	43
English Language Learner (ELL)	32	9	23	33	35
Former ELL	63	27	36	25	13
ELL and Former ELL	40	14	26	31	29
Low Income	41	13	28	33	26

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 28: 2012 Statewide MCAS Results: Grade 4 English Language Arts
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	57	13	44	30	14
Gender					
Female	63	17	46	26	10
Male	50	8	42	33	17
Race/Ethnicity					
African American	32	4	28	40	28
Asian	69	22	47	23	9
Hawaiian/Pacific Islander	50	9	41	30	20
Hispanic or Latino	33	4	29	40	28
Multi-Race, non-Hispanic or Latino	58	14	44	29	13
Amer. Ind. or Alaska Nat.	44	6	38	34	23
White	64	15	49	27	9
Student Status					
High Needs ^b	34	4	30	40	26
Non-Disabled	65	15	50	28	6
Students with Disabilities	18	1	17	38	44
English Language Learner (ELL)	20	1	19	41	38
Former ELL	50	8	42	36	14
ELL and Former ELL	29	3	26	39	32
Low Income	35	4	31	40	25

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 29: 2012 Statewide MCAS Results: Grade 4 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	<i>Proficient or Higher</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
All Students	51	16	35	36	12
Gender					
Female	53	17	36	36	11
Male	50	15	35	36	14
Race/Ethnicity					
African American	24	4	20	49	27

Asian	70	33	37	23	6
Hawaiian/Pacific Islander	40	17	23	48	13
Hispanic or Latino	28	5	23	46	25
Multi-Race, non-Hispanic or Latino	50	17	33	38	12
Amer. Ind. or Alaska Nat.	42	9	33	44	15
White	58	18	40	33	8
Student Status					
High Needs ^b	30	6	24	46	23
Non-Disabled	59	19	40	35	6
Students with Disabilities	18	3	15	43	39
English Language Learner (ELL)	22	3	19	47	31
Former ELL	47	13	34	39	13
ELL and Former ELL	29	6	23	44	26
Low Income	31	6	25	47	23

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 30: 2012 Statewide MCAS Results: Grade 5 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	61	17	44	28	11
Gender					
Female	66	21	45	25	8
Male	55	12	43	31	14
Race/Ethnicity					
African American	40	7	33	40	21
Asian	70	27	43	22	8
Hawaiian/Pacific Islander	64	17	47	23	14
Hispanic or Latino	36	6	30	40	24
Multi-Race, non-Hispanic or Latino	61	17	44	28	11
Amer. Ind. or Alaska Nat.	50	7	43	41	9
White	69	20	49	24	7
Student Status					
High Needs ^b	39	6	33	40	22
Non-Disabled	70	20	50	25	5
Students with Disabilities	21	2	19	41	39
English Language Learner (ELL)	19	2	17	45	37
Former ELL	53	11	42	36	12
ELL and Former ELL	30	5	25	42	29
Low Income	40	6	34	39	20

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 31: 2012 Statewide MCAS Results: Grade 5 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	57	25	32	26	17
Gender					
Female	57	25	32	27	15
Male	56	25	31	25	19
Race/Ethnicity					
African American	31	8	23	36	33
Asian	75	48	27	16	8

Hawaiian/Pacific Islander	58	31	27	25	17
Hispanic or Latino	32	9	23	34	34
Multi-Race, non-Hispanic or Latino	55	25	30	26	19
Amer. Ind. or Alaska Nat.	48	21	27	31	21
White	64	29	35	24	12
Student Status					
High Needs ^b	35	11	24	33	32
Non-Disabled	66	30	36	25	9
Students with Disabilities	20	5	15	30	51
English Language Learner (ELL)	24	6	18	33	43
Former ELL	51	22	29	30	19
ELL and Former ELL	33	11	22	32	35
Low Income	36	11	25	34	30

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 32: 2012 Statewide MCAS Results: Grade 5 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	52	22	30	34	14
Gender					
Female	52	21	31	34	13
Male	52	22	30	33	15
Race/Ethnicity					
African American	22	5	17	45	33
Asian	60	31	29	28	11
Hawaiian/Pacific Islander	50	25	25	35	16
Hispanic or Latino	23	6	17	44	33
Multi-Race, non-Hispanic or Latino	51	22	29	35	14
Amer. Ind. or Alaska Nat.	38	16	22	46	16
White	61	26	35	31	8
Student Status					
High Needs ^b	29	8	21	44	27
Non-Disabled	59	25	34	32	8
Students with Disabilities	19	5	14	41	40
English Language Learner (ELL)	10	2	8	40	50
Former ELL	35	10	25	46	20
ELL and Former ELL	18	4	14	42	40
Low Income	22	7	21	44	28

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 33: 2012 Statewide MCAS Results: Grade 6 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	66	18	48	22	11
Gender					
Female	72	23	49	20	8
Male	62	14	48	25	14
Race/Ethnicity					
African American	42	6	36	36	22
Asian	77	31	46	16	7
Hawaiian/Pacific Islander	70	20	50	19	11

Hispanic or Latino	39	5	34	35	25
Multi-Race, non-Hispanic or Latino	65	19	46	24	10
Amer. Ind. or Alaska Nat.	54	8	46	29	16
White	75	22	53	18	7
Student Status					
High Needs ^b	43	5	38	35	22
Non-Disabled	76	22	54	19	5
Students with Disabilities	26	2	24	37	38
English Language Learner (ELL)	19	1	18	39	42
Former ELL	56	7	49	33	11
ELL and Former ELL	33	3	30	37	31
Low Income	45	6	39	35	21

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 34: 2012 Statewide MCAS Results: Grade 6 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	60	27	33	24	16
Gender					
Female	62	28	34	25	14
Male	59	27	32	24	17
Race/Ethnicity					
African American	38	11	27	32	30
Asian	79	51	28	14	7
Hawaiian/Pacific Islander	68	32	36	20	12
Hispanic or Latino	36	11	25	32	32
Multi-Race, non-Hispanic or Latino	57	28	29	27	17
Amer. Ind. or Alaska Nat.	47	18	29	29	24
White	67	31	36	22	11
Student Status					
High Needs ^b	38	12	26	32	30
Non-Disabled	70	33	37	23	7
Students with Disabilities	21	5	16	30	50
English Language Learner (ELL)	24	6	18	31	45
Former ELL	56	22	34	29	16
ELL and Former ELL	36	12	24	30	34
Low Income	39	12	27	32	28

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 35: 2012 Statewide MCAS Results: Grade 7 English Language Arts
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	71	15	56	21	7
Gender					
Female	78	20	58	17	5
Male	65	10	55	25	10
Race/Ethnicity					
African American	52	5	47	34	13
Asian	80	27	53	15	6
Hawaiian/Pacific Islander	57	12	45	35	8
Hispanic or Latino	48	4	44	35	18

Multi-Race, non-Hispanic or Latino	70	16	54	22	8
Amer. Ind. or Alaska Nat.	60	5	55	30	9
White	78	18	60	17	5
Student Status					
High Needs ^b	50	4	46	35	15
Non-Disabled	81	18	63	16	2
Students with Disabilities	29	1	28	41	29
English Language Learner (ELL)	20	1	19	42	38
Former ELL	60	4	56	31	10
ELL and Former ELL	35	2	33	38	27
Low Income	53	5	48	33	14

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 36: 2012 Statewide MCAS Results: Grade 7 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	51	20	31	30	18
Gender					
Female	54	22	32	30	16
Male	49	19	30	30	20
Race/Ethnicity					
African American	28	7	21	36	36
Asian	73	43	30	18	9
Hawaiian/Pacific Islander	44	17	27	29	27
Hispanic or Latino	26	7	19	36	38
Multi-Race, non-Hispanic or Latino	48	21	27	32	21
Amer. Ind. or Alaska Nat.	38	10	28	38	24
White	58	23	35	29	12
Student Status					
High Needs ^b	28	7	21	37	35
Non-Disabled	60	24	36	30	10
Students with Disabilities	14	3	11	32	55
English Language Learner (ELL)	14	3	11	30	57
Former ELL	36	10	26	38	25
ELL and Former ELL	22	6	16	33	45
Low Income	30	8	22	37	33

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 37: 2012 Statewide MCAS Results: Grade 8 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	81	18	63	14	6
Gender					
Female	85	23	62	11	4
Male	76	13	63	16	8
Race/Ethnicity					
African American	66	7	59	25	10
Asian	88	35	53	9	3
Hawaiian/Pacific Islander	86	17	69	5	9
Hispanic or Latino	59	6	53	27	14
Multi-Race, non-Hispanic or Latino	80	19	61	14	6

Amer. Ind. or Alaska Nat.	71	8	63	20	9
White	86	20	66	10	4
Student Status					
High Needs ^b	63	6	57	26	12
Non-Disabled	88	21	67	9	2
Students with Disabilities	42	2	40	34	24
English Language Learner (ELL)	27	1	26	41	33
Former ELL	69	4	65	24	6
ELL and Former ELL	41	2	39	35	24
Low Income	64	6	58	25	11

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 38: 2012 Statewide MCAS Results: Grade 8 Mathematics
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	52	22	30	28	19
Gender					
Female	53	22	31	29	18
Male	53	23	30	28	20
Race/Ethnicity					
African American	27	6	21	36	37
Asian	74	47	27	17	8
Hawaiian/Pacific Islander	53	19	34	25	22
Hispanic or Latino	27	7	20	33	40
Multi-Race, non-Hispanic or Latino	48	22	26	31	21
Amer. Ind. or Alaska Nat.	36	9	27	40	25
White	60	26	34	27	13
Student Status					
High Needs ^b	29	8	21	35	37
Non-Disabled	62	27	35	28	11
Students with Disabilities	14	3	11	29	57
English Language Learner (ELL)	14	4	10	25	61
Former ELL	33	9	24	38	29
ELL and Former ELL	19	5	14	30	51
Low Income	30	8	22	35	35

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

Table 39: 2012 Statewide MCAS Results: Grade 8 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
All Students	43	5	38	38	20
Gender					
Female	40	4	36	40	20
Male	45	6	39	36	20
Race/Ethnicity					
African American	17	1	16	41	42
Asian	58	12	46	29	13
Hawaiian/Pacific Islander	45	3	42	32	22
Hispanic or Latino	16	1	15	39	45
Multi-Race, non-Hispanic or Latino	42	6	36	36	23
Amer. Ind. or Alaska Nat.	24	1	23	45	30

White	50	6	44	38	12
Student Status					
High Needs ^b	19	1	18	42	38
Non-Disabled	49	6	43	38	13
Students with Disabilities	12	1	11	36	52
English Language Learner (ELL)	4	0	4	22	73
Former ELL	16	1	15	47	37
ELL and Former ELL	8	0	8	30	62
Low Income	20	1	19	42	38

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 40: 2012 Statewide MCAS Results: Grade 10 English Language Arts
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	88	37	51	9	3
Gender					
Female	91	43	48	7	2
Male	86	32	54	11	3
Race/Ethnicity					
African American	76	16	60	19	5
Asian	90	50	40	8	2
Hawaiian/Pacific Islander	79	30	49	16	4
Hispanic or Latino	71	14	57	22	6
Multi-Race, non-Hispanic or Latino	89	38	51	9	2
Amer. Ind. or Alaska Nat.	79	26	53	17	4
White	93	43	50	5	2
Student Status					
High Needs ^b	76	16	60	19	6
Non-Disabled	94	43	51	5	1
Students with Disabilities	60	8	52	28	12
English Language Learner (ELL)	35	1	34	49	16
Former ELL	81	13	68	17	3
ELL and Former ELL	47	4	43	40	13
Low Income	77	17	60	19	5

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 41: 2012 Statewide MCAS Results: Grade 10 Mathematics
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	78	50	28	15	7
Gender					
Female	81	52	29	14	6
Male	77	49	28	15	8
Race/Ethnicity					
African American	59	28	31	26	14
Asian	90	74	16	7	3
Hawaiian/Pacific Islander	61	45	16	27	12
Hispanic or Latino	55	25	30	26	18
Multi-Race, non-Hispanic or Latino	78	48	30	16	6
Amer. Ind. or Alaska Nat.	65	37	28	21	14
White	84	56	28	12	4
Student Status					

High Needs ^b	59	27	32	26	15
Non-Disabled	86	58	28	11	3
Students with Disabilities	41	13	28	32	27
English Language Learner (ELL)	32	13	19	33	35
Former ELL	68	35	33	21	12
ELL and Former ELL	42	19	23	30	29
Low Income	62	30	32	25	14

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

**Table 42: 2012 Statewide MCAS Results: Grade 10 Science and Technology/Engineering
Percentage of Students at Each Achievement Level^a**

Subgroup	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
All Students	69	24	45	25	6
Gender					
Female	69	24	45	26	5
Male	69	25	44	25	6
Race/Ethnicity					
African American	45	7	38	43	13
Asian	80	43	37	16	4
Hawaiian/Pacific Islander	56	16	40	33	11
Hispanic or Latino	38	6	32	46	16
Multi-Race, non-Hispanic or Latino	69	24	45	26	5
Amer. Ind. or Alaska Nat.	58	14	44	34	8
White	77	29	48	20	3
Student Status					
High Needs ^b	46	8	38	42	12
Non-Disabled	77	29	48	21	2
Students with Disabilities	32	5	27	47	22
English Language Learner (ELL)	17	2	15	50	34
Former ELL	46	9	37	43	10
ELL and Former ELL	26	4	22	48	26
Low Income	48	9	39	41	11

^a These results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included. Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students.

V. Statewide MCAS Trend Results

Tables 43–49 provide statewide aggregate trend achievement level results for the 1998–2012 MCAS tests. Not all tests were administered in all years.

**Table 43: 2001–2012 Statewide MCAS Results: Grade 3
Percentage of Students at Each Achievement Level^a**

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	61	15	46	30	9
2011	61	11	50	30	9
2010	63	14	49	30	8
2009	57	12	45	33	10
2008	56	15	41	33	11
2007	59	14	45	32	9
2006	58	18	40	33	8
2005	62	—	62	31	7
2004	63	—	63	30	7
2003	63	—	63	31	6
2002	67	—	67	27	6
2001	62	—	62	31	7
Mathematics					
2012	61	27	34	25	14
2011	66	14	52	25	10
2010	65	25	40	24	11
2009	60	20	40	25	15
2008	61	25	36	25	14
2007	60	19 ^b	41	24	16
2006	52	4	48	32	16

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b The *Advanced* (formerly *Above Proficient*) standard in grade 3 Mathematics was reset in 2007 to better measure student performance in the top reporting category. Therefore, comparisons should not be made between the percent *Advanced* in 2006 and 2007. However, comparisons may be drawn between the percent of students scoring *Proficient or Higher* in 2006 and 2007.

Table 44: 1998–2012 Statewide MCAS Results: Grade 4
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	57	13	44	30	14
2011	53	10	43	35	12
2010	54	11	43	35	12
2009	54	12	42	35	11
2008	49	8	41	39	13
2007	56	10	46	34	10
2006	50	8	42	39	11
2005	50	10	40	40	11
2004	56	11	45	35	10
2003	56	10	46	34	9
2002	54	8	46	37	10
2001	51	7	44	38	11
Mathematics					
2012	51	16	35	36	12
2011	47	15	32	42	11
2010	48	16	32	41	11
2009	48	16	32	41	11
2008	49	20	29	38	13
2007	48	19	29	39	13
2006	40	15	25	45	15
2005	40	14	26	44	15
2004	42	14	28	44	14
2003	40	12	28	44	16
2002	39	12	27	42	19
2001	34	10	24	46	19
2000	40	12	28	42	18
1999	36	12	24	44	19
1998	34	11	23	44	23

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 45: 2003–2012 Statewide MCAS Results: Grade 5
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	61	17	44	28	11
2011	67	17	50	24	9
2010	63	16	47	28	10
2009	63	15	48	29	8
2008	61	13	48	30	9
2007	63	15	48	28	9
2006	59	15	44	31	9
Mathematics					
2012	57	25	32	26	17
2011	59	25	34	26	15
2010	55	25	30	28	17
2009	54	22	32	29	18
2008	52	22	30	30	17
2007	51	19	32	31	18
2006	43	17	26	34	23
Science and Technology/Engineering					
2012	52	22	30	34	14
2011	50	14	36	36	15
2010	53	15	38	36	11
2009	49	17	32	39	12
2008	50	17	33	38	12
2007	51	14	37	37	12
2006	50	17	33	39	11
2005	51	16	35	38	12
2004	55	20	35	33	13
2003	52	19	33	34	14

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 46: 2001–2012 Statewide MCAS Results: Grade 6
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	66	18	48	22	11
2011	68	17	51	23	9
2010	69	15	54	21	9
2009	66	16	50	24	9
2008	67	15	52	24	8
2007	67	9	58	26	7
2006	64	10	54	28	8
Mathematics					
2012	60	27	33	24	16
2011	58	26	32	25	16
2010	59	27	32	25	16
2009	57	24	33	27	16
2008	56	23	33	26	18
2007	52	20	32	28	20
2006	46	17	29	29	25
2005	46	17	29	30	23
2004	43	17	26	32	25
2003	42	16	26	32	26
2002	41	13	28	29	30
2001	36	13	23	30	33

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 47: 2001–2012 Statewide MCAS Results: Grade 7
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	71	15	56	21	7
2011	73	14	59	21	6
2010	72	11	61	21	7
2009	70	14	56	23	7
2008	69	12	57	23	8
2007	69	9	60	23	8
2006	65	10	55	26	9
2005	66	10	56	27	8
2004	68	9	59	25	7
2003	66	8	58	28	7
2002	64	9	55	28	9
2001	55	6	49	32	12
Mathematics					
2012	51	20	31	30	18
2011	51	19	32	27	22
2010	53	14	39	27	19
2009	49	16	33	30	21
2008	47	15	32	29	24
2007	46	15	31	30	24
2006	40	12	28	33	28

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 48: 1998–2012 Statewide MCAS Results: Grade 8
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
2012	81	18	63	14	6
2011	79	20	59	15	6
2010	78	17	61	16	7
2009	78	15	63	15	6
2008	75	12	63	18	7
2007	75	12	63	18	6
2006	74	12	62	19	7
Mathematics					
2012	52	22	30	28	19
2011	52	23	29	27	21
2010	51	22	29	28	21
2009	48	20	28	28	23
2008	49	19	30	27	24
2007	45	17	28	30	25
2006	40	12	28	31	29
2005	39	13	26	30	31
2004	39	13	26	32	29
2003	37	12	25	30	33
2002	34	11	23	33	33
2001	34	11	23	34	31
2000	34	10	24	27	39
1999	28	6	22	31	40
1998	31	8	23	26	42
Science and Technology/Engineering					
2012	43	5	38	38	20
2011	39	4	35	42	19
2010	40	4	36	41	19
2009	39	4	35	40	21
2008	39	3	36	39	22
2007	33	3	30	44	24
2006	32	4	28	43	25
2005	33	4	29	41	26
2004	33	5	28	35	31
2003	32	4	28	37	30

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

Table 49: 1998–2012 Statewide MCAS Results: Grade 10
Percentage of Students at Each Achievement Level^a

Subject / Year	Proficient or Higher	Advanced	Proficient	Needs Improvement	Failing
English Language Arts					
2012	88	37	51	9	3
2011	84	33	51	13	3
2010	78	26	52	18	4
2009	79	28	51	17	4
2008	75	24	51	21	4
2007	71	22	49	24	6
2006	70	16	54	24	7
2005	64	22	42	25	11
2004	62	19	43	27	11
2003	61	20	41	28	11
2002	59	19	40	27	14
2001	51	15	36	31	18
2000	36	7	29	30	34
1999	34	4	30	34	32
1998	38	5	33	34	28
Mathematics					
2012	78	50	28	15	7
2011	77	48	29	16	7
2010	75	50	25	17	7
2009	75	47	28	18	8
2008	72	43	29	19	9
2007	68	41	27	22	9
2006	67	40	27	21	12
2005	61	34	27	24	15
2004	57	29	28	28	15
2003	51	24	27	29	20
2002	44	20	24	31	25
2001	45	18	27	30	25
2000	33	15	18	22	45
1999	24	9	15	23	53
1998	24	7	17	24	52
Science and Technology/Engineering^b					
2012	69	24	45	25	6
2011	67	20	47	27	7
2010	65	18	47	28	8
2009	61	16	45	29	9
2008	57	14	43	31	12

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

VI. Statewide MCAS Trend Results Disaggregated by Subgroup

This section provides detailed information regarding statewide student subgroup achievement and growth results for the 2008 through 2012 MCAS tests. The median growth percentiles represent the middle student's growth for that subgroup compared to students with the same or very similar MCAS scores in past years. Because MCAS testing begins in grade 3, no growth percentiles can be calculated in that grade. Tables 50–66 show results by student status (e.g., students with disabilities); Tables 67–73 give results by race/ethnicity; and Tables 74 and 75 show results by gender. The following list provides definitions of the student status groups that appear in this section:

High Needs: Students identified as high needs include students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

Students with Disabilities: A student with a disability has an IEP provided under the Individuals with Disabilities Education Act.

English Language Learner: An English language learner (ELL)⁷ student is “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

Former English Language Learner: A student who is a former English language learner⁸ has transitioned out of ELL status during the current school year or within the past two school years. The federal government requires that states continue to monitor the progress of former ELL students. The combined ELL and former ELL reporting category represents the official AYP subgroup reporting category.

Low Income: Students identified as low income are those who are eligible to receive free or reduced-price school lunch according to federal guidelines.

⁷ English language learner (ELL) was previously referred to as limited English proficient (LEP).

⁸ Former English language learner was previously referred to as formerly limited English proficient (FLEP).

**Table 50: 2008–2012 Statewide MCAS Results by Student Status: Grade 3 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning
High Needs^b				
2012	6	34	43	17
2011	4	35	44	17
Students with Disabilities				
2012	3	21	44	32
2011	2	22	45	32
2010	2	23	46	29
2009	2	21	44	33
2008	3	20	42	36
English Language Learner (ELL)				
2012	2	22	49	27
2011	1	23	49	26
2010	2	25	51	22
2009	2	21	48	29
2008	2	18	45	35
ELL and Former ELL				
2012	5	29	45	21
2011	3	30	46	22
2010	4	30	47	19
2009	3	26	46	25
2008	4	22	44	30
Former ELL				
2012	11	47	35	7
2011	8	48	36	8
2010	9	45	38	8
2009	8	41	39	13
2008	7	33	44	17
Low Income				
2012	5	35	43	17
2011	4	36	44	16
2010	6	37	43	14
2009	4	31	46	19
2008	5	27	46	23

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 51: 2008–2012 Statewide MCAS Results by Student Status: Grade 3 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning
High Needs^b				
2012	13	28	32	26
2011	6	40	35	19
Students with Disabilities				
2012	7	19	31	43
2011	3	28	36	33
2010	6	24	35	34
2009	5	23	31	42
2008	7	22	30	41
English Language Learner (ELL)				
2012	9	23	33	35
2011	4	33	38	25
2010	8	29	36	27
2009	5	25	33	37
2008	8	26	32	34
ELL and Former ELL				
2012	14	26	31	29
2011	7	37	35	21
2010	12	31	34	23
2009	8	28	31	33
2008	12	28	30	30
Former ELL				
2012	27	36	25	13
2011	13	50	27	9
2010	23	38	26	12
2009	17	38	27	19
2008	20	34	26	20
Low Income				
2012	13	28	33	26
2011	6	40	35	19
2010	11	34	34	20
2009	7	31	34	28
2008	11	30	32	27

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 52: 2008–2012 Statewide MCAS Results by Student Status: Grade 4 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	4	30	40	26	43.0
2011	3	28	47	23	42.0
Students with Disabilities					
2012	1	17	38	44	37.0
2011	1	14	44	41	36.0
2010	1	15	44	40	36.0
2009	1	15	44	39	34.0
2008	1	13	44	42	32.0
English Language Learner (ELL)					
2012	1	19	41	38	46.0
2011	1	17	47	34	46.0
2010	1	18	48	33	45.0
2009	1	16	46	37	44.0
2008	1	11	47	42	42.0
ELL and Former ELL					
2012	3	26	39	32	47.0
2011	3	25	45	28	47.0
2010	3	23	46	28	46.0
2009	3	22	45	30	46.0
2008	1	17	48	33	45.0
Former ELL					
2012	8	42	36	14	49.0
2011	7	42	40	12	52.0
2010	7	37	41	15	49.0
2009	6	36	43	15	50.0
2008	3	30	51	16	47.0
Low Income					
2012	4	31	40	25	42.0
2011	3	29	46	22	42.0
2010	3	28	47	23	42.0
2009	3	26	47	23	41.0
2008	2	24	49	25	40.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 53: 2008–2012 Statewide MCAS Results by Student Status: Grade 4 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	6	24	46	23	43.0
2011	6	22	51	21	45.0
Students with Disabilities					
2012	3	15	43	39	40.0
2011	3	13	48	36	39.0
2010	3	13	48	36	39.0
2009	3	13	47	37	39.0
2008	4	14	44	39	39.0
English Language Learner (ELL)					
2012	3	19	47	31	45.0
2011	5	17	50	29	50.0
2010	5	18	50	28	51.0
2009	3	15	48	33	40.0
2008	5	14	45	35	49.0
ELL and Former ELL					
2012	6	23	44	26	46.0
2011	7	21	48	24	50.0
2010	7	21	48	24	52.0
2009	6	20	47	27	43.0
2008	9	19	44	29	49.0
Former ELL					
2012	13	34	39	13	48.0
2011	13	32	44	11	51.5
2010	14	29	43	14	54.0
2009	13	29	43	15	49.0
2008	16	27	41	16	53.0
Low Income					
2012	6	25	47	23	43.0
2011	6	22	52	20	45.0
2010	6	22	51	21	46.0
2009	6	22	51	22	42.0
2008	8	21	47	24	44.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 54: 2008–2012 Statewide MCAS Results by Student Status: Grade 5 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	6	33	40	22	46.0
2011	5	39	38	18	46.0
Students with Disabilities					
2012	2	19	41	39	43.0
2011	2	25	41	32	43.0
2010	2	21	43	35	42.0
2009	2	22	47	29	42.0
2008	2	21	47	30	43.0
English Language Learner (ELL)					
2012	2	17	45	37	46.0
2011	1	22	44	32	45.0
2010	2	20	44	35	47.0
2009	1	16	49	34	46.0
2008	1	14	47	38	45.0
ELL and Former ELL					
2012	5	25	42	29	49.0
2011	4	31	40	25	47.0
2010	4	27	42	28	49.0
2009	4	25	47	24	48.0
2008	3	23	47	26	47.0
Former ELL					
2012	11	42	36	12	54.0
2011	9	50	30	11	51.0
2010	9	41	37	13	52.0
2009	8	40	44	8	51.0
2008	6	36	47	11	51.0
Low Income					
2012	6	34	39	20	45.0
2011	5	40	38	17	45.0
2010	5	35	40	19	46.0
2009	5	35	45	16	44.0
2008	4	33	46	18	44.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 55: 2008–2012 Statewide MCAS Results by Student Status: Grade 5 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	11	24	33	32	45.0
2011	10	27	34	29	44.0
Students with Disabilities					
2012	5	15	30	51	40.0
2011	5	17	32	46	42.0
2010	4	14	32	50	41.0
2009	4	14	32	50	41.0
2008	4	14	33	49	39.0
English Language Learner (ELL)					
2012	6	18	33	43	51.0
2011	6	20	33	41	50.0
2010	5	17	33	45	51.0
2009	5	16	30	50	46.0
2008	5	14	31	50	51.0
ELL and Former ELL					
2012	11	22	32	35	51.0
2011	10	26	31	33	50.0
2010	10	20	33	37	50.0
2009	9	20	32	39	48.0
2008	9	19	34	38	52.0
Former ELL					
2012	22	29	30	19	52.0
2011	19	38	27	17	51.0
2010	18	26	32	23	49.0
2009	16	27	35	21	50.0
2008	14	26	37	23	54.0
Low Income					
2012	11	25	34	30	45.0
2011	9	28	34	28	43.0
2010	10	23	37	30	44.0
2009	8	24	35	33	44.0
2008	8	22	37	32	46.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 56: 2008–2012 Statewide MCAS Results by Student Status: Grade 5 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning
High Needs^b				
2012	8	21	44	27
2011	4	23	45	28
Students with Disabilities				
2012	5	14	41	40
2011	4	17	41	39
2010	3	18	45	34
2009	4	16	45	34
2008	4	17	45	33
English Language Learner (ELL)				
2012	2	8	40	50
2011	1	9	38	52
2010	1	11	46	42
2009	2	9	43	46
2008	1	8	41	50
ELL and Former ELL				
2012	4	14	42	40
2011	2	14	42	42
2010	3	17	46	34
2009	4	14	46	36
2008	3	13	46	38
Former ELL				
2012	10	25	46	20
2011	6	25	49	20
2010	6	30	46	18
2009	8	22	51	19
2008	5	20	54	22
Low Income				
2012	7	21	44	28
2011	4	22	45	29
2010	4	25	48	23
2009	4	20	50	26
2008	4	19	50	26

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 57: 2008–2012 Statewide MCAS Results by Student Status: Grade 6 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	5	38	35	22	46.0
2011	5	41	36	18	46.0
Students with Disabilities					
2012	2	24	37	38	44.0
2011	2	26	40	32	44.0
2010	1	27	38	33	42.0
2009	2	24	41	33	41.0
2008	2	26	42	31	39.0
English Language Learner (ELL)					
2012	1	18	39	42	49.0
2011	1	19	42	38	48.0
2010	1	23	40	36	54.0
2009	2	16	41	42	52.0
2008	1	15	42	41	47.0
ELL and Former ELL					
2012	3	30	37	31	51.0
2011	3	28	39	29	49.0
2010	3	33	37	27	55.0
2009	5	28	38	29	55.0
2008	3	28	41	28	51.0
Former ELL					
2012	7	49	33	11	52.0
2011	6	45	35	13	51.0
2010	7	50	30	12	58.0
2009	9	44	36	11	58.0
2008	5	45	38	11	54.0
Low Income					
2012	6	39	35	21	44.0
2011	5	42	36	17	45.0
2010	5	43	34	18	47.0
2009	6	38	38	18	47.0
2008	4	40	38	17	46.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 58: 2008–2012 Statewide MCAS Results by Student Status: Grade 6 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	12	26	32	30	47.0
2011	11	25	33	31	46.0
Students with Disabilities					
2012	5	16	30	50	41.0
2011	4	15	31	50	41.0
2010	4	15	31	49	42.0
2009	4	15	32	49	41.0
2008	4	14	29	53	39.0
English Language Learner (ELL)					
2012	6	18	31	45	55.0
2011	5	15	30	51	50.0
2010	6	17	30	47	55.0
2009	5	14	28	52	51.0
2008	4	13	26	57	47.0
ELL and Former ELL					
2012	12	24	30	34	55.0
2011	8	20	31	40	50.0
2010	10	22	30	38	56.0
2009	9	21	30	40	53.0
2008	8	20	28	44	49.0
Former ELL					
2012	22	34	29	16	56.0
2011	15	29	33	23	50.0
2010	17	30	30	22	56.0
2009	14	30	33	23	55.0
2008	14	28	31	27	51.0
Low Income					
2012	12	27	32	28	47.0
2011	11	26	33	30	46.0
2010	11	26	32	30	46.0
2009	9	25	35	31	45.0
2008	9	24	32	35	44.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 59: 2008–2012 Statewide MCAS Results by Student Status: Grade 7 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	4	46	35	15	47.0
2011	4	48	35	13	47.0
Students with Disabilities					
2012	1	28	41	29	41.0
2011	1	30	44	25	42.0
2010	1	29	42	28	42.0
2009	1	27	44	27	41.0
2008	1	26	43	29	40.0
English Language Learner (ELL)					
2012	1	19	42	38	53.0
2011	1	22	47	30	52.0
2010	1	20	41	39	51.0
2009	0	14	46	39	49.0
2008	0	15	42	43	51.0
ELL and Former ELL					
2012	2	33	38	27	56.0
2011	2	33	42	23	54.0
2010	2	32	38	28	52.0
2009	2	28	42	27	51.0
2008	2	27	40	31	55.0
Former ELL					
2012	4	56	31	10	58.0
2011	4	55	33	8	57.0
2010	4	53	33	10	55.0
2009	4	49	37	10	55.0
2008	4	45	38	13	60.0
Low Income					
2012	5	48	33	14	48.0
2011	4	49	34	12	47.0
2010	3	49	34	14	46.0
2009	4	44	38	14	45.0
2008	3	43	38	16	47.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 60: 2008–2012 Statewide MCAS Results by Student Status: Grade 7 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	7	21	37	35	46.0
2011	6	21	33	40	47.0
Students with Disabilities					
2012	3	11	32	55	44.0
2011	3	11	27	60	43.0
2010	1	14	29	56	45.0
2009	2	11	28	59	43.0
2008	2	10	26	62	42.0
English Language Learner (ELL)					
2012	3	11	30	57	56.0
2011	3	11	25	61	54.0
2010	2	13	25	60	53.0
2009	2	9	24	65	53.0
2008	2	8	20	70	45.0
ELL and Former ELL					
2012	6	16	33	45	55.0
2011	6	16	28	51	55.0
2010	4	20	28	47	55.0
2009	5	15	28	52	53.0
2008	4	13	25	59	47.0
Former ELL					
2012	10	26	38	25	54.0
2011	10	26	33	31	56.0
2010	8	34	32	26	59.0
2009	9	25	34	32	53.0
2008	6	21	31	42	49.0
Low Income					
2012	8	22	37	33	46.0
2011	7	22	33	39	46.0
2010	5	27	33	36	48.0
2009	5	21	35	39	45.0
2008	4	19	32	45	44.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 61: 2008–2012 Statewide MCAS Results by Student Status: Grade 8 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	6	57	26	12	48.0
2011	6	54	26	14	49.0
Students with Disabilities					
2012	2	40	34	24	46.0
2011	2	39	34	25	45.0
2010	1	35	36	28	45.0
2009	2	38	36	25	43.0
2008	1	35	36	27	44.0
English Language Learner (ELL)					
2012	1	26	41	33	53.0
2011	1	24	40	35	53.0
2010	1	23	39	37	56.0
2009	1	22	38	39	57.0
2008	1	18	36	46	49.0
ELL and Former ELL					
2012	2	39	35	24	54.0
2011	2	34	35	28	55.0
2010	2	32	36	29	58.0
2009	2	34	35	29	58.0
2008	2	30	34	34	51.0
Former ELL					
2012	4	65	24	6	57.0
2011	7	59	23	10	58.0
2010	5	54	29	12	62.0
2009	4	57	30	10	59.0
2008	4	51	32	14	54.0
Low Income					
2012	6	58	25	11	48.0
2011	7	55	25	12	49.0
2010	5	54	27	14	48.0
2009	5	56	27	13	49.0
2008	3	51	31	15	47.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 62: 2008–2012 Statewide MCAS Results by Student Status: Grade 8 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning	Median SGP
High Needs^b					
2012	8	21	35	37	47.0
2011	8	20	31	40	48.0
Students with Disabilities					
2012	3	11	29	57	47.0
2011	3	11	26	60	46.0
2010	3	10	26	61	45.0
2009	3	9	26	62	45.0
2008	2	10	26	63	42.0
English Language Learner (ELL)					
2012	4	10	25	61	52.0
2011	4	10	23	63	57.0
2010	4	10	24	63	59.0
2009	3	9	20	68	55.0
2008	3	7	19	71	44.0
ELL and Former ELL					
2012	5	14	30	51	53.0
2011	7	14	25	54	58.0
2010	6	14	26	54	59.0
2009	5	13	23	59	55.0
2008	5	12	23	60	49.0
Former ELL					
2012	9	24	38	29	54.0
2011	13	24	31	32	60.5
2010	13	23	31	33	58.0
2009	9	21	31	40	56.0
2008	9	21	28	42	53.0
Low Income					
2012	8	22	35	35	46.0
2011	9	21	32	38	48.0
2010	9	21	33	38	49.0
2009	7	18	31	44	47.0
2008	6	19	30	45	47.0

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 63: 2008–2012 Statewide MCAS Results by Student Status: Grade 8 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Warning
High Needs^b				
2012	1	18	42	38
2011	1	16	46	36
Students with Disabilities				
2012	1	11	36	52
2011	1	11	41	48
2010	0	10	39	51
2009	1	10	36	53
2008	0	10	37	53
English Language Learner (ELL)				
2012	0	4	22	73
2011	0	3	25	72
2010	0	3	26	70
2009	0	4	23	73
2008	0	3	20	78
ELL and Former ELL				
2012	0	8	30	62
2011	0	7	31	62
2010	0	7	32	61
2009	0	7	30	62
2008	0	7	27	66
Former ELL				
2012	1	15	47	37
2011	1	16	44	40
2010	1	14	45	40
2009	1	15	43	41
2008	0	14	39	47
Low Income				
2012	1	19	42	38
2011	1	16	46	37
2010	1	17	45	37
2009	1	15	43	40
2008	0	14	41	45

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 64: 2008–2012 Statewide MCAS Results by Student Status: Grade 10 English Language Arts
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Failing	Median SGP
High Needs^b					
2012	16	60	19	6	46.0
2011	12	54	25	8	46.0
Students with Disabilities					
2012	8	52	28	12	45.0
2011	5	44	35	15	43.0
2010	2	36	44	17	39.0
2009	4	38	40	19	39.0
2008	3	32	46	20	N/A
English Language Learner (ELL)					
2012	1	34	49	16	54.0
2011	2	25	49	24	52.5
2010	1	18	53	27	53.0
2009	1	18	48	33	50.0
2008	2	15	52	32	N/A
ELL and Former ELL					
2012	4	43	40	13	59.0
2011	3	34	44	19	56.0
2010	2	26	51	22	55.0
2009	3	26	45	25	53.0
2008	4	25	49	23	N/A
Former ELL					
2012	13	68	17	3	64.0
2011	8	57	30	5	59.0
2010	4	42	45	9	58.0
2009	7	45	39	9	56.0
2008	6	41	44	9	N/A
Low Income					
2012	17	60	19	5	45.0
2011	14	55	25	7	46.0
2010	9	50	32	8	46.0
2009	11	50	30	9	45.0
2008	8	45	37	9	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 65: 2008–2012 Statewide MCAS Results by Student Status: Grade 10 Mathematics
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Failing	Median SGP
High Needs^b					
2012	27	32	26	15	48.0
2011	25	31	28	15	48.0
Students with Disabilities					
2012	13	28	32	27	47.0
2011	12	27	34	27	46.0
2010	12	24	36	27	47.0
2009	11	26	35	28	47.0
2008	9	24	35	32	N/A
English Language Learner (ELL)					
2012	13	19	33	35	56.0
2011	15	20	32	34	56.0
2010	13	17	35	35	56.0
2009	13	19	32	37	48.0
2008	14	17	32	37	N/A
ELL and Former ELL					
2012	19	23	30	29	59.0
2011	19	22	31	29	59.0
2010	16	20	34	30	55.0
2009	16	22	32	31	50.0
2008	18	21	31	30	N/A
Former ELL					
2012	35	33	21	12	64.0
2011	30	27	29	14	61.0
2010	23	28	32	17	55.0
2009	23	28	31	18	52.0
2008	26	27	30	17	N/A
Low Income					
2012	30	32	25	14	47.0
2011	27	31	27	14	48.0
2010	28	29	29	14	47.0
2009	24	30	30	16	46.0
2008	22	29	30	18	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

**Table 66: 2008–2012 Statewide MCAS Results by Student Status: Grade 10 Science & Tech/Eng
Percentage of Students at Each Achievement Level^a**

Student Status Category / Year	Advanced	Proficient	Needs Improvement	Failing
High Needs^b				
2012	8	38	42	12
2011	6	36	43	15
Students with Disabilities				
2012	5	27	47	22
2011	3	27	46	24
2010	2	25	46	27
2009	2	22	46	30
2008	2	19	43	37
English Language Learner (ELL)				
2012	2	15	50	34
2011	2	14	47	37
2010	1	11	47	41
2009	1	11	40	48
2008	1	11	31	56
ELL and Former ELL				
2012	4	22	48	26
2011	3	20	47	30
2010	2	18	46	35
2009	2	16	42	39
2008	3	17	36	44
Former ELL				
2012	9	37	43	10
2011	6	34	46	15
2010	4	30	43	22
2009	4	26	46	25
2008	5	26	42	27
Low Income				
2012	9	39	41	11
2011	7	37	42	14
2010	5	35	43	16
2009	4	32	44	20
2008	3	28	44	26

^a These results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included. Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b High Needs includes students with disabilities, English language learner students, former English language learner students, and low-income students. Results are reported for this student subgroup for the first time in 2011; data for prior years are not provided.

The following tables provide statewide summary results for the 2008 through 2012 MCAS tests disaggregated by seven race/ethnicity categories and by gender.

Table 67: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: African American Percentage of Students at Each Achievement Level^a

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	5	33	44	18	N/A
	2011	3	34	45	18	N/A
	2010	6	36	43	15	N/A
	2009	4	31	45	20	N/A
	2008	6	27	45	23	N/A
Mathematics	2012	12	26	32	31	N/A
	2011	4	35	38	23	N/A
	2010	9	31	37	24	N/A
	2009	6	27	36	31	N/A
	2008	10	27	33	30	N/A
Grade 4						
English Language Arts	2012	4	28	40	28	41.0
	2011	3	27	46	24	41.0
	2010	3	26	47	23	41.0
	2009	3	26	47	24	41.0
	2008	2	23	50	25	39.0
Mathematics	2012	4	20	49	27	41.0
	2011	5	18	53	25	42.0
	2010	5	20	52	24	44.0
	2009	5	20	51	25	40.0
	2008	7	19	48	26	43.0
Grade 5						
English Language Arts	2012	7	33	40	21	47.0
	2011	6	40	38	16	48.0
	2010	6	34	40	19	47.0
	2009	5	34	45	16	44.0
	2008	4	33	46	17	44.0
Mathematics	2012	8	23	36	33	49.0
	2011	8	27	35	30	46.0
	2010	9	22	36	33	49.0
	2009	8	23	36	33	48.0
	2008	8	20	39	33	50.0
Science and Technology/ Engineering	2012	5	17	45	33	N/A
	2011	2	17	45	35	N/A
	2010	3	20	50	27	N/A
	2009	3	15	52	30	N/A
	2008	3	16	50	31	N/A
Grade 6						
English Language Arts	2012	6	36	36	22	43.0
	2011	5	40	38	17	44.0
	2010	5	43	34	18	47.0
	2009	6	39	38	16	52.0
	2008	5	42	37	16	49.0
Mathematics	2012	11	27	32	30	52.0
	2011	10	24	32	34	45.0
	2010	9	25	33	33	46.0
	2009	8	24	36	32	46.0
	2008	7	23	33	37	45.0

(Table 67 continued on following page)

**Table 67 (cont.): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: African American
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	5	47	34	13	51.0
	2011	5	51	33	11	52.0
	2010	3	50	34	13	46.0
	2009	4	46	37	13	47.0
	2008	3	44	36	16	48.0
Mathematics	2012	7	21	36	36	49.0
	2011	6	22	32	41	48.0
	2010	4	26	34	37	49.0
	2009	3	20	35	42	45.0
	2008	3	18	32	47	44.0
Grade 8						
English Language Arts	2012	7	59	25	10	52.0
	2011	7	58	25	11	50.0
	2010	5	54	27	13	46.0
	2009	6	57	25	11	53.0
	2008	4	54	29	13	49.0
Mathematics	2012	6	21	36	37	47.0
	2011	7	21	32	40	49.0
	2010	6	22	33	38	53.0
	2009	6	18	31	45	50.0
	2008	5	19	31	46	48.0
Science and Technology/ Engineering	2012	1	16	41	42	N/A
	2011	1	13	46	41	N/A
	2010	0	13	46	41	N/A
	2009	0	13	43	44	N/A
	2008	0	11	40	48	N/A
Grade 10						
English Language Arts	2012	16	60	19	5	48.0
	2011	14	55	24	6	50.0
	2010	9	51	32	7	46.0
	2009	12	50	30	8	51.0
	2008	8	47	36	8	N/A
Mathematics	2012	28	31	26	14	52.0
	2011	24	32	29	15	52.0
	2010	25	28	31	16	48.0
	2009	21	30	31	17	48.0
	2008	20	28	33	19	N/A
Science and Technology/ Engineering^b	2012	7	38	43	13	N/A
	2011	6	34	45	16	N/A
	2010	4	33	45	18	N/A
	2009	3	30	45	22	N/A
	2008	3	25	45	27	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 68: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	23	46	24	6	N/A
	2011	17	52	24	7	N/A
	2010	18	49	27	6	N/A
	2009	17	47	28	7	N/A
	2008	21	41	29	9	N/A
Mathematics	2012	47	32	15	6	N/A
	2011	26	53	15	5	N/A
	2010	40	38	17	6	N/A
	2009	34	38	19	9	N/A
	2008	37	36	19	9	N/A
Grade 4						
English Language Arts	2012	22	47	23	9	62.0
	2011	18	47	27	8	63.0
	2010	19	45	29	8	60.0
	2009	19	43	29	9	58.0
	2008	13	43	34	10	54.0
Mathematics	2012	33	37	23	6	62.0
	2011	32	36	27	6	66.0
	2010	32	33	29	6	60.0
	2009	29	36	29	6	61.0
	2008	38	28	26	7	62.0
Grade 5						
English Language Arts	2012	27	43	22	8	57.0
	2011	27	48	18	7	57.0
	2010	26	45	21	7	59.0
	2009	26	44	24	6	61.0
	2008	22	46	25	7	58.0
Mathematics	2012	48	27	16	8	64.0
	2011	47	30	15	8	64.0
	2010	46	28	18	9	64.0
	2009	44	29	18	9	62.0
	2008	42	29	20	9	67.0
Science and Technology/ Engineering	2012	31	29	28	11	N/A
	2011	22	36	29	13	N/A
	2010	23	39	29	9	N/A
	2009	28	31	31	10	N/A
	2008	25	31	34	10	N/A
Grade 6						
English Language Arts	2012	31	46	16	7	59.0
	2011	28	49	17	6	59.0
	2010	30	49	14	6	64.0
	2009	29	47	18	6	62.0
	2008	29	49	17	5	63.0
Mathematics	2012	51	28	14	7	62.5
	2011	49	27	16	8	64.0
	2010	51	28	14	7	64.0
	2009	45	31	15	8	62.0
	2008	45	31	15	9	60.0

(Table 68 continued on following page)

**Table 68 (continued): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Asian
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	27	53	15	6	59.0
	2011	28	54	15	4	60.0
	2010	21	59	15	5	58.0
	2009	26	53	17	4	58.5
	2008	23	55	18	4	62.0
Mathematics	2012	43	30	18	9	61.0
	2011	44	30	16	10	62.0
	2010	33	41	16	10	61.0
	2009	36	34	19	11	58.0
	2008	32	35	21	12	57.0
Grade 8						
English Language Arts	2012	35	53	9	3	63.0
	2011	34	51	11	4	60.0
	2010	30	55	11	4	58.0
	2009	28	57	11	4	62.0
	2008	22	59	13	5	55.0
Mathematics	2012	47	27	17	8	57.0
	2011	48	26	16	10	61.0
	2010	47	27	16	10	62.0
	2009	41	27	20	11	58.0
	2008	39	29	18	13	59.0
Science and Technology/ Engineering	2012	12	46	29	13	N/A
	2011	10	41	34	14	N/A
	2010	10	44	33	13	N/A
	2009	9	41	36	15	N/A
	2008	5	44	34	18	N/A
Grade 10						
English Language Arts	2012	50	40	8	2	57.0
	2011	45	42	11	3	57.0
	2010	37	44	15	4	57.0
	2009	38	44	15	4	59.0
	2008	33	44	19	4	N/A
Mathematics	2012	74	16	7	3	65.0
	2011	71	17	9	3	65.0
	2010	70	17	9	4	61.5
	2009	67	19	10	4	60.0
	2008	65	20	11	4	N/A
Science and Technology/ Engineering^b	2012	43	37	16	4	N/A
	2011	37	39	20	4	N/A
	2010	32	40	21	7	N/A
	2009	29	41	22	7	N/A
	2008	29	39	24	8	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 69: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Islander
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	9	39	34	18	N/A
	2011	7	49	36	8	N/A
	2010	11	47	32	10	N/A
	2009	13	49	27	11	N/A
	2008	9	42	42	7	N/A
Mathematics	2012	16	35	26	23	N/A
	2011	11	44	35	11	N/A
	2010	26	39	24	11	N/A
	2009	27	37	21	15	N/A
	2008	21	35	25	18	N/A
Grade 4						
English Language Arts	2012	9	41	30	20	54.0
	2011	13	43	29	16	56.0
	2010	11	53	24	11	45.5
	2009	4	49	30	16	51.0
	2008	10	40	40	10	63.0
Mathematics	2012	17	23	48	13	49.5
	2011	16	33	39	13	44.0
	2010	22	34	35	8	56.0
	2009	17	21	44	17	52.5
	2008	23	25	38	14	55.0
Grade 5						
English Language Arts	2012	17	47	23	14	59.0
	2011	17	53	20	10	50.0
	2010	8	45	34	13	43.5
	2009	13	46	37	4	52.0
	2008	12	51	31	6	54.0
Mathematics	2012	31	27	25	17	49.5
	2011	24	38	24	15	43.0
	2010	16	24	35	24	43.0
	2009	24	23	33	20	52.5
	2008	21	37	31	12	50.5
Science and Technology/ Engineering	2012	25	25	35	16	N/A
	2011	11	39	34	16	N/A
	2010	6	32	48	13	N/A
	2009	20	33	37	10	N/A
	2008	22	34	32	12	N/A
Grade 6						
English Language Arts	2012	20	50	19	11	53.5
	2011	11	40	37	11	52.5
	2010	23	48	21	8	48.0
	2009	24	35	30	11	55.0
	2008	15	41	27	17	57.0
Mathematics	2012	32	36	20	12	57.0
	2011	24	23	31	23	63.5
	2010	25	28	26	21	52.0
	2009	23	35	25	17	47.5
	2008	18	26	19	37	48.5

(Table 69 continued on following page)

**Table 69 (cont.): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Hawaiian/Pacific Isl.
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	12	45	35	8	44.0
	2011	17	62	15	7	55.0
	2010	11	56	22	11	61.0
	2009	15	42	24	18	52.0
	2008	8	47	35	11	62.0
Mathematics	2012	17	27	29	27	38.0
	2011	20	41	18	21	63.0
	2010	13	37	28	23	60.5
	2009	15	21	27	37	52.5
	2008	9	33	29	28	61.0
Grade 8						
English Language Arts	2012	17	69	5	9	51.0
	2011	19	59	14	8	55.0
	2010	15	56	16	13	53.0
	2009	14	47	23	16	50.0
	2008	9	51	32	8	48.0
Mathematics	2012	19	34	25	22	37.0
	2011	19	28	28	26	57.0
	2010	14	22	31	32	45.0
	2009	7	30	30	33	48.0
	2008	18	20	34	28	54.0
Science and Technology/ Engineering	2012	3	42	32	22	N/A
	2011	1	36	46	16	N/A
	2010	2	25	46	26	N/A
	2009	1	32	31	36	N/A
	2008	2	30	45	23	N/A
Grade 10						
English Language Arts	2012	30	49	16	4	49.0
	2011	31	54	7	8	55.0
	2010	24	44	25	7	42.0
	2009	22	52	18	8	48.0
	2008	20	44	26	9	N/A
Mathematics	2012	45	16	27	12	57.0
	2011	49	27	18	6	60.0
	2010	40	26	22	12	46.0
	2009	32	32	22	15	46.0
	2008	41	21	21	17	N/A
Science and Technology/ Engineering^b	2012	16	40	33	11	N/A
	2011	19	47	24	10	N/A
	2010	23	30	36	11	N/A
	2009	15	30	41	14	N/A
	2008	11	32	40	16	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 70: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	5	31	44	20	N/A
	2011	3	33	45	19	N/A
	2010	5	33	45	17	N/A
	2009	4	28	46	22	N/A
	2008	4	25	45	26	N/A
Mathematics	2012	11	26	34	29	N/A
	2011	5	38	37	20	N/A
	2010	10	32	34	24	N/A
	2009	7	28	33	32	N/A
	2008	11	28	31	30	N/A
Grade 4						
English Language Arts	2012	4	29	40	28	43.0
	2011	3	26	45	26	43.0
	2010	3	25	46	26	42.0
	2009	3	25	46	26	42.0
	2008	2	21	48	29	41.0
Mathematics	2012	5	23	46	25	44.0
	2011	5	20	51	23	46.0
	2010	6	21	50	23	47.0
	2009	5	20	50	25	41.0
	2008	8	20	45	27	47.0
Grade 5						
English Language Arts	2012	6	30	40	24	45.0
	2011	5	36	38	21	45.0
	2010	5	32	41	22	46.0
	2009	4	31	47	18	45.0
	2008	3	29	47	21	44.0
Mathematics	2012	9	23	34	34	45.0
	2011	8	27	33	32	43.0
	2010	9	21	35	35	43.0
	2009	7	21	35	37	43.0
	2008	7	20	37	37	45.0
Science and Technology/ Engineering	2012	6	17	44	33	N/A
	2011	3	18	44	34	N/A
	2010	3	21	48	28	N/A
	2009	4	17	50	29	N/A
	2008	4	15	50	31	N/A
Grade 6						
English Language Arts	2012	5	34	35	25	44.0
	2011	5	37	37	21	45.0
	2010	5	40	35	20	49.0
	2009	5	35	38	22	49.0
	2008	4	36	39	21	46.0
Mathematics	2012	11	25	32	32	47.0
	2011	9	24	33	34	45.0
	2010	10	24	32	34	46.0
	2009	7	22	34	36	46.0
	2008	8	22	31	40	45.0

(Table 70 continued on following page)

**Table 70 (cont.): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	4	44	35	18	50.0
	2011	4	46	36	14	48.0
	2010	3	45	36	17	48.0
	2009	4	39	40	17	46.0
	2008	3	39	39	19	48.0
Mathematics	2012	7	19	36	38	46.0
	2011	6	20	31	43	48.0
	2010	4	23	33	40	48.0
	2009	4	18	32	45	45.0
	2008	3	16	29	51	42.0
Grade 8						
English Language Arts	2012	6	53	27	14	48.0
	2011	6	52	27	15	50.0
	2010	5	50	29	16	51.0
	2009	4	52	28	16	51.0
	2008	3	47	32	18	48.0
Mathematics	2012	7	20	33	40	46.0
	2011	8	19	30	43	50.0
	2010	7	18	31	43	50.0
	2009	6	16	29	49	48.0
	2008	5	17	28	50	47.0
Science and Technology/ Engineering	2012	1	15	39	45	N/A
	2011	1	12	42	45	N/A
	2010	1	12	42	45	N/A
	2009	1	12	40	48	N/A
	2008	0	11	37	52	N/A
Grade 10						
English Language Arts	2012	14	57	22	6	45.0
	2011	11	52	28	9	45.0
	2010	8	48	35	9	47.0
	2009	9	47	33	12	45.0
	2008	7	42	40	11	N/A
Mathematics	2012	25	30	26	18	47.0
	2011	23	29	30	18	48.0
	2010	23	26	32	19	46.0
	2009	20	28	32	19	45.0
	2008	19	27	32	23	N/A
Science and Technology/ Engineering^b	2012	6	32	46	16	N/A
	2011	5	31	46	19	N/A
	2010	4	29	46	21	N/A
	2009	3	25	47	24	N/A
	2008	2	22	43	32	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 71: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity:
Multi-Race, non-Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	17	47	28	8	N/A
	2011	12	51	29	7	N/A
	2010	16	48	30	6	N/A
	2009	13	44	34	9	N/A
	2008	15	39	34	12	N/A
Mathematics	2012	30	32	24	14	N/A
	2011	15	50	26	9	N/A
	2010	26	36	27	11	N/A
	2009	20	40	25	15	N/A
	2008	25	32	26	17	N/A
Grade 4						
English Language Arts	2012	14	44	29	13	50.0
	2011	10	43	36	11	51.0
	2010	12	40	36	12	49.0
	2009	12	39	37	13	48.0
	2008	6	43	37	13	48.0
Mathematics	2012	17	33	38	12	49.0
	2011	16	30	43	11	50.0
	2010	16	30	43	11	47.0
	2009	17	30	40	14	51.5
	2008	21	27	38	14	49.0
Grade 5						
English Language Arts	2012	17	44	28	11	52.0
	2011	19	49	23	9	51.0
	2010	16	46	29	9	50.0
	2009	15	48	29	8	50.0
	2008	14	48	30	9	50.0
Mathematics	2012	25	30	26	19	50.0
	2011	27	31	27	15	50.0
	2010	24	28	29	18	49.0
	2009	23	28	31	18	49.0
	2008	23	30	28	20	50.0
Science and Technology/ Engineering	2012	22	29	35	14	N/A
	2011	15	35	37	13	N/A
	2010	16	36	37	10	N/A
	2009	17	31	40	12	N/A
	2008	17	33	37	13	N/A
Grade 6						
English Language Arts	2012	19	46	24	10	48.0
	2011	19	48	24	9	52.0
	2010	17	52	21	10	50.0
	2009	16	50	26	8	48.5
	2008	15	50	28	7	50.0
Mathematics	2012	28	29	27	17	48.0
	2011	27	30	25	18	53.0
	2010	26	31	26	17	47.0
	2009	24	31	28	17	48.0
	2008	24	30	26	20	51.0

(Table 71 continued on following page)

**Table 71 (continued): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity:
Multi-Race, non-Hispanic or Latino
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	16	54	22	8	49.0
	2011	16	56	23	6	47.0
	2010	12	60	22	7	49.0
	2009	14	56	23	7	51.0
	2008	14	54	25	8	46.0
Mathematics	2012	21	27	32	21	48.0
	2011	19	29	27	25	48.0
	2010	14	39	26	22	49.0
	2009	16	32	30	23	49.0
	2008	16	29	30	25	51.0
Grade 8						
English Language Arts	2012	19	61	14	6	50.0
	2011	21	59	14	6	52.0
	2010	18	61	15	6	50.0
	2009	19	60	15	6	53.0
	2008	11	62	19	7	47.0
Mathematics	2012	22	26	31	21	49.0
	2011	24	28	26	22	50.0
	2010	23	27	29	21	50.0
	2009	22	25	28	25	49.0
	2008	19	27	28	26	49.0
Science and Technology/ Engineering	2012	6	36	36	23	N/A
	2011	4	35	42	18	N/A
	2010	5	35	42	18	N/A
	2009	5	35	42	19	N/A
	2008	3	32	42	23	N/A
Grade 10						
English Language Arts	2012	38	51	9	2	48.0
	2011	33	52	13	2	49.0
	2010	25	53	19	4	49.0
	2009	29	49	18	4	49.0
	2008	21	51	24	5	N/A
Mathematics	2012	48	30	16	6	47.0
	2011	47	30	18	6	47.0
	2010	47	25	20	8	45.0
	2009	44	27	20	8	46.0
	2008	39	29	23	9	N/A
Science and Technology/ Engineering^b	2012	24	45	26	5	N/A
	2011	21	45	28	6	N/A
	2010	19	44	29	8	N/A
	2009	19	43	30	9	N/A
	2008	15	39	34	13	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 72: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity:
American Indian or Alaskan Native
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	10	42	35	13	N/A
	2011	8	39	40	13	N/A
	2010	10	40	39	11	N/A
	2009	8	42	41	10	N/A
	2008	8	33	49	10	N/A
Mathematics	2012	15	34	31	19	N/A
	2011	9	45	33	13	N/A
	2010	16	34	33	17	N/A
	2009	12	37	32	19	N/A
	2008	16	34	33	17	N/A
Grade 4						
English Language Arts	2012	6	38	34	23	43.0
	2011	5	30	48	16	43.0
	2010	6	39	38	17	43.0
	2009	5	37	43	15	46.0
	2008	2	31	51	16	41.0
Mathematics	2012	9	33	44	15	40.0
	2011	9	22	54	15	50.0
	2010	10	31	46	13	47.0
	2009	10	26	52	12	47.5
	2008	11	27	47	16	46.5
Grade 5						
English Language Arts	2012	7	43	41	9	48.0
	2011	13	43	34	10	49.0
	2010	10	42	36	11	50.0
	2009	8	41	40	10	49.0
	2008	3	41	44	12	40.0
Mathematics	2012	21	27	31	21	48.0
	2011	18	32	34	16	51.5
	2010	19	22	43	17	51.0
	2009	10	31	34	24	47.0
	2008	12	22	39	27	50.0
Science and Technology/ Engineering	2012	16	22	46	16	N/A
	2011	8	30	43	19	N/A
	2010	7	28	51	14	N/A
	2009	9	27	49	15	N/A
	2008	6	28	49	17	N/A
Grade 6						
English Language Arts	2012	8	46	29	16	45.0
	2011	10	50	30	10	50.0
	2010	5	54	32	10	47.0
	2009	10	49	29	13	48.0
	2008	12	52	28	9	52.0
Mathematics	2012	18	29	29	24	54.0
	2011	16	30	33	21	44.0
	2010	11	36	31	23	43.5
	2009	12	30	33	25	46.0
	2008	16	30	31	23	47.5

(Table 72 continued on following page)

**Table 72 (cont.): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity:
American Indian or Alaskan Native
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	5	55	30	9	47.5
	2011	5	58	31	6	48.0
	2010	6	57	26	12	42.0
	2009	8	53	29	11	49.5
	2008	5	46	38	11	43.0
Mathematics	2012	10	28	38	24	44.0
	2011	9	27	34	30	46.0
	2010	7	31	33	29	48.0
	2009	4	30	32	33	42.0
	2008	5	22	35	37	41.0
Grade 8						
English Language Arts	2012	8	63	20	9	49.5
	2011	13	60	19	9	48.0
	2010	13	53	23	12	53.0
	2009	8	55	27	9	46.0
	2008	8	55	29	8	43.0
Mathematics	2012	9	27	40	25	51.0
	2011	12	27	33	27	46.0
	2010	12	26	31	31	39.0
	2009	8	21	29	41	49.5
	2008	11	25	25	39	45.0
Science and Technology/ Engineering	2012	1	23	45	30	N/A
	2011	0	24	49	26	N/A
	2010	1	27	46	26	N/A
	2009	3	18	46	33	N/A
	2008	1	27	42	30	N/A
Grade 10						
English Language Arts	2012	26	53	17	4	44.0
	2011	15	55	26	4	45.0
	2010	19	52	22	7	43.0
	2009	19	57	21	4	46.0
	2008	15	54	29	2	N/A
Mathematics	2012	37	28	21	14	44.0
	2011	28	37	24	12	46.0
	2010	43	22	24	10	45.5
	2009	37	30	24	9	52.0
	2008	31	34	24	11	N/A
Science and Technology/ Engineering^b	2012	14	44	34	8	N/A
	2011	4	46	40	10	N/A
	2010	12	43	32	13	N/A
	2009	8	47	36	8	N/A
	2008	7	39	41	13	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 73: 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	18	51	25	5	N/A
	2011	13	56	26	6	N/A
	2010	17	53	25	5	N/A
	2009	15	51	29	6	N/A
	2008	18	45	29	7	N/A
Mathematics	2012	31	37	23	10	N/A
	2011	15	57	21	6	N/A
	2010	30	43	21	7	N/A
	2009	23	44	23	10	N/A
	2008	28	39	23	10	N/A
Grade 4						
English Language Arts	2012	15	49	27	9	51.0
	2011	11	48	32	8	51.0
	2010	13	48	31	8	51.0
	2009	14	47	32	7	52.0
	2008	10	46	36	9	50.0
Mathematics	2012	18	40	33	8	51.0
	2011	17	36	39	7	50.0
	2010	18	36	39	7	49.0
	2009	18	36	39	7	52.0
	2008	23	33	36	9	49.0
Grade 5						
English Language Arts	2012	20	49	24	7	51.0
	2011	20	54	20	5	51.0
	2010	19	51	24	6	50.0
	2009	18	53	25	5	51.0
	2008	16	53	26	5	52.0
Mathematics	2012	29	35	24	12	50.0
	2011	28	38	23	11	51.0
	2010	29	33	27	12	51.0
	2009	25	35	27	13	50.0
	2008	26	33	29	13	51.0
Science and Technology/ Engineering	2012	26	35	31	8	N/A
	2011	17	42	33	8	N/A
	2010	18	44	32	6	N/A
	2009	20	37	36	7	N/A
	2008	20	38	35	7	N/A
Grade 6						
English Language Arts	2012	22	53	18	7	51.0
	2011	21	56	18	5	51.0
	2010	18	59	18	6	50.0
	2009	19	55	21	6	49.0
	2008	17	57	20	5	50.0
Mathematics	2012	31	36	22	11	50.0
	2011	30	36	23	11	51.0
	2010	31	35	23	11	50.0
	2009	27	36	25	11	50.0
	2008	27	36	24	13	50.0

(Table 73 continued on following page)

**Table 73 (continued): 2008–2012 Statewide MCAS Test Results by Race/Ethnicity: White
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	18	60	17	5	49.0
	2011	17	63	16	4	50.0
	2010	13	66	16	5	50.0
	2009	16	61	19	4	50.0
	2008	15	62	19	5	50.0
Mathematics	2012	23	35	29	12	51.0
	2011	22	35	27	16	50.0
	2010	16	44	26	14	50.0
	2009	18	38	29	15	51.0
	2008	17	37	29	17	51.0
Grade 8						
English Language Arts	2012	20	66	10	4	49.0
	2011	23	61	11	4	50.0
	2010	20	64	12	4	50.0
	2009	18	67	12	4	49.0
	2008	14	67	14	4	49.0
Mathematics	2012	26	34	27	13	51.0
	2011	27	32	26	16	50.0
	2010	25	33	27	15	49.0
	2009	24	32	27	17	50.0
	2008	22	34	27	17	51.0
Science and Technology/ Engineering	2012	6	44	38	12	N/A
	2011	5	41	43	11	N/A
	2010	4	43	41	12	N/A
	2009	5	42	40	13	N/A
	2008	3	44	40	13	N/A
Grade 10						
English Language Arts	2012	43	50	5	2	51.0
	2011	38	51	9	2	50.0
	2010	30	54	13	2	50.0
	2009	33	52	12	3	50.0
	2008	27	53	17	3	N/A
Mathematics	2012	56	28	12	4	50.0
	2011	54	29	13	4	50.0
	2010	56	25	14	4	50.0
	2009	53	28	15	5	50.0
	2008	48	30	16	6	N/A
Science and Technology/ Engineering^b	2012	29	48	20	3	N/A
	2011	23	51	22	4	N/A
	2010	21	52	23	4	N/A
	2009	19	51	25	5	N/A
	2008	16	49	28	7	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 74: 2008–2012 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	19	47	27	7	N/A
	2011	14	51	28	7	N/A
	2010	17	50	27	6	N/A
	2009	14	47	31	8	N/A
	2008	18	42	31	9	N/A
Mathematics	2012	27	34	25	14	N/A
	2011	13	53	25	9	N/A
	2010	25	40	24	10	N/A
	2009	20	40	25	14	N/A
	2008	25	37	25	13	N/A
Grade 4						
English Language Arts	2012	17	46	26	10	55.0
	2011	13	47	31	9	57.0
	2010	15	45	32	9	57.0
	2009	16	44	31	9	55.0
	2008	11	44	35	10	57.0
Mathematics	2012	17	36	36	11	51.0
	2011	15	33	42	10	50.0
	2010	16	33	42	10	49.0
	2009	16	33	41	10	49.0
	2008	21	30	38	12	52.0
Grade 5						
English Language Arts	2012	21	45	25	8	51.0
	2011	22	50	22	7	52.0
	2010	21	47	25	7	51.0
	2009	20	49	26	6	53.0
	2008	17	48	28	7	51.0
Mathematics	2012	25	32	27	15	52.0
	2011	24	36	26	14	50.0
	2010	24	30	30	16	49.0
	2009	21	33	29	17	49.0
	2008	22	30	31	17	51.0
Science and Technology/ Engineering	2012	21	31	34	13	N/A
	2011	12	35	38	15	N/A
	2010	14	38	37	11	N/A
	2009	15	31	42	13	N/A
	2008	16	32	39	13	N/A
Grade 6						
English Language Arts	2012	23	49	20	8	52.0
	2011	22	51	20	7	51.0
	2010	20	55	18	6	53.0
	2009	22	51	21	6	55.0
	2008	20	53	21	6	53.0
Mathematics	2012	28	34	25	14	52.0
	2011	26	33	25	15	51.0
	2010	27	33	25	15	51.0
	2009	23	34	28	15	51.0
	2008	24	33	26	17	53.0

(Table 74 continued on following page)

**Table 74 (continued): 2008–2012 Statewide MCAS Test Results by Gender: Female
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	20	58	17	5	56.0
	2011	20	61	15	4	57.0
	2010	15	63	17	5	54.0
	2009	19	57	19	5	54.0
	2008	18	59	18	5	56.0
Mathematics	2012	22	32	30	16	53.0
	2011	20	33	27	20	53.0
	2010	14	40	28	18	53.0
	2009	16	34	31	20	52.0
	2008	15	33	30	23	51.0
Grade 8						
English Language Arts	2012	23	62	11	4	50.0
	2011	27	58	11	4	55.0
	2010	22	60	13	5	50.0
	2009	20	63	13	4	49.0
	2008	17	63	15	5	50.0
Mathematics	2012	22	31	29	18	48.0
	2011	23	29	27	20	50.0
	2010	22	30	29	20	50.0
	2009	20	30	28	22	52.0
	2008	19	30	27	23	51.0
Science and Technology/ Engineering	2012	4	36	40	20	N/A
	2011	4	33	44	19	N/A
	2010	3	34	43	20	N/A
	2009	4	34	42	20	N/A
	2008	2	35	41	22	N/A
Grade 10						
English Language Arts	2012	43	48	7	2	49.0
	2011	39	48	11	2	49.0
	2010	32	51	15	3	51.0
	2009	34	49	13	3	50.0
	2008	29	50	18	3	N/A
Mathematics	2012	52	29	14	6	52.0
	2011	49	30	16	6	49.0
	2010	49	27	18	6	48.0
	2009	46	28	19	7	49.0
	2008	42	29	20	8	N/A
Science and Technology/ Engineering^b	2012	24	45	26	5	N/A
	2011	19	48	27	6	N/A
	2010	17	47	28	7	N/A
	2009	15	46	30	9	N/A
	2008	14	43	33	11	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.

**Table 75: 2008–2012 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 3						
English Language Arts	2012	12	45	32	11	N/A
	2011	8	49	32	11	N/A
	2010	12	47	32	9	N/A
	2009	11	44	34	12	N/A
	2008	12	40	34	14	N/A
Mathematics	2012	27	33	24	15	N/A
	2011	14	51	24	11	N/A
	2010	26	39	24	11	N/A
	2009	20	39	26	15	N/A
	2008	24	36	25	15	N/A
Grade 4						
English Language Arts	2012	8	42	33	17	44.0
	2011	6	39	40	15	43.0
	2010	7	40	38	15	44.0
	2009	8	40	39	14	44.0
	2008	5	37	42	16	42.0
Mathematics	2012	15	35	36	14	49.0
	2011	15	32	41	12	50.0
	2010	16	31	41	12	48.0
	2009	16	32	40	12	51.0
	2008	19	29	38	14	48.0
Grade 5						
English Language Arts	2012	12	43	31	14	49.0
	2011	13	50	27	11	47.0
	2010	12	46	30	12	48.0
	2009	11	47	32	10	47.0
	2008	10	47	33	10	49.0
Mathematics	2012	25	31	25	19	48.0
	2011	25	33	25	17	50.0
	2010	25	30	27	18	51.0
	2009	23	31	28	19	51.0
	2008	23	30	30	18	51.0
Science and Technology/ Engineering	2012	22	30	33	15	N/A
	2011	15	36	33	15	N/A
	2010	16	39	34	12	N/A
	2009	19	33	37	12	N/A
	2008	17	34	37	12	N/A
Grade 6						
English Language Arts	2012	14	48	25	14	48.0
	2011	13	51	25	11	49.0
	2010	11	53	24	12	47.0
	2009	11	50	28	11	45.0
	2008	11	52	27	11	47.0
Mathematics	2012	27	32	24	17	49.0
	2011	26	31	25	18	49.0
	2010	27	32	24	17	49.0
	2009	24	32	26	18	49.0
	2008	23	32	25	20	47.0

(Table 75 continued on following page)

**Table 75 (continued): 2008–2012 Statewide MCAS Test Results by Gender: Male
Percentage of Students at Each Achievement Level^a**

Grade / Subject	Year	Advanced	Proficient	Needs Improvement	Warning/ Failing	Median SGP
Grade 7						
English Language Arts	2012	10	55	25	10	44.0
	2011	9	57	26	8	43.0
	2010	7	60	24	9	46.0
	2009	9	55	27	9	46.0
	2008	8	54	28	10	43.0
Mathematics	2012	19	30	30	20	47.0
	2011	19	30	27	24	47.0
	2010	14	38	27	21	48.0
	2009	16	33	28	23	49.0
	2008	15	32	27	25	49.0
Grade 8						
English Language Arts	2012	13	63	16	8	51.0
	2011	14	60	18	8	46.0
	2010	12	61	18	9	50.0
	2009	11	64	18	8	51.0
	2008	8	63	20	9	48.0
Mathematics	2012	23	30	28	20	53.0
	2011	23	28	26	22	51.0
	2010	23	28	27	22	51.0
	2009	21	27	27	25	49.0
	2008	19	30	26	24	50.0
Science and Technology/ Engineering	2012	6	39	36	20	N/A
	2011	5	36	41	18	N/A
	2010	4	38	40	18	N/A
	2009	5	36	39	21	N/A
	2008	3	38	38	21	N/A
Grade 10						
English Language Arts	2012	32	54	11	3	52.0
	2011	27	54	15	4	51.0
	2010	20	54	21	5	48.0
	2009	22	53	19	6	49.0
	2008	18	52	25	5	N/A
Mathematics	2012	49	28	15	8	48.0
	2011	48	28	16	8	52.0
	2010	51	24	17	8	52.0
	2009	47	27	18	9	51.0
	2008	44	28	19	10	N/A
Science and Technology/ Engineering^b	2012	25	44	25	6	N/A
	2011	21	46	26	7	N/A
	2010	18	47	27	8	N/A
	2009	18	45	28	9	N/A
	2008	14	43	30	12	N/A

^a Percentages may not total 100 due to rounding. For the purpose of computing state results, students who were absent with or without a medically documented excuse from any subject area MCAS test are not included in performance results but are counted as non-participants for that subject area.

^b Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in Massachusetts public schools from fall of grade 9 through spring of grade 10 are included.